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ABSTRACT

Destructive and criminal hate crime takes place more and more often among students in elementary and secondary schools. This sourcebook introduces school district personnel and collaborative agencies to programs and resources that might help curtail hate crime and reduce the bigotry that inspires it. Part 1 of this two-part sourcebook provides information, and Part 2 supplies usable resource materials. First, hate crime is defined to provide a clear set of criteria for determining whether particular behaviors fit this concept. Then, seven characteristics distinguishing hate crime from other crime against persons and property are enumerated, explained, and illustrated with examples. The next section chronicles the urgency and scope of the situation and shows that youth hate crime now outpaces adult hate crime. The following section discusses and debunks common misperceptions about hate crime. Next, sources of bigotry leading to hate crime are identified. This section focuses on the three causes of hate crime that can best be addressed through school-based strategies to reduce bigotry and eliminate hate crime. This includes a discussion of hate crime inspired by the Persian Gulf War. The final section in Part 1 explains why schools have a central role in resolving hate crime, particularly in view of the number of school-age participants. Part 2 describes hate crime policies, programs, and practices for use by schools and central district offices in curtailing hate crime, including a definitional checklist, school survey, curriculum sources, list of resource organizations, and references (63 items). (LLL)

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HATE CRIME

A Sourcebook for Schools Confronting Bigotry, Harassment, Vandalism, and Violence

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HATE CRIME

A SOURCEBOOK FOR SCHOOLS CONFRONTING BIGOTRY, HARASSMENT, VANDALISM, AND VIOLENCE

Cristina Bodinger-deUriarte
with
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Southwest Center for Educational Equity

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Foreword

The young man on the cover of this sourcebook wears a T-shirt that shouts, "I hate you." Simple, direct, and stupid. But that statement captures the total rationale that underlies much of what we see as a growing wave of hate crime in this country. A more complete statement might read, "I hate you because you're not like me."

We are a country full of people unlike ourselves. Particularly in California. So perhaps the diversity around us partially explains why we at the Southwest Center for Educational Equity have become so concerned about hate crime.

Our personal concerns aside, hate crime would be on our agenda simply because it's an issue for the school districts we serve. The Southwest Center for Educational Equity is a federally funded desegregation assistance center. That funding enables us to respond to requests for assistance from school districts. In our three-state region of Arizona, California, and Nevada, most of the requests have to do with Anglo teachers coping with limited- or non-English speaking children. But increasingly we're asked for help in addressing a related issue. And that's the increasing incident of hate crime committed on school campuses.

Some of these incidents make the news and consequently are on everyone's mind. Few Californians can forget the incident a few years ago when a war veteran turned an automatic rifle on a Stockton schoolyard full of Asian youngsters. His only motivation was hate.

More subtle incidents occur every day. Graffiti is perhaps the most visual evidence. These wall messages are directed against ethnic, racial, and religious groups or beliefs. Others focus on sexual preferences. Verbal abuse and threats also are commonplace. And all too often, groups form for the sole purpose of physically abusing individuals.

School districts call us and want to know if one incident is significant; does graffiti on the wall one day suggest that physical violence can be expected? Others want to know what they can do to teach tolerance and understanding, and generally reduce bigotry among their students and faculty.

In response to these ever-growing requests, two years ago the Center put together a training package for use by school faculties and their students. The first version was assembled by Anthony R. Sancho, then an equity specialist with the Center.

A year later Cristina Bodinger-deUriarte, a sociologist from Harvard University, joined our staff as a research scientist and expressed an interest in the subject. With Anthony's assistance, she steeped herself in the topic. That meant reading everything available on hate crime, studying what others had put together to address the issue, and generally becoming a hate-crime authority. Then, working with other Southwest Regional Laboratory staff who interact daily with district administrators and classroom teachers, she developed a school-based approach.

Her work culminates in this sourcebook.

We believe it will assist school-board members, administrators, and especially teachers as they struggle to cope with this growing problem. We wish we could say the sourcebook will eliminate hate. It won't. Hate will be with us as long as ignorance exists. But the sourcebook will help educators who want to head off incidents of hate crime, get a handle on the problem within their districts or individual schools, and develop policies and procedures to cope with it.

Harriet Doss Willis, director
Southwest Center for Educational Equity

INTRODUCTION

> Americans share a common historical and cultural heritage in which racism has played and still plays a dominant role. Because of this shared experience, we also inevitably share many ideas, attitudes, and beliefs that attach significance to an individual's race and induce negative feelings and opinions about nonwhites. To the extent that this cultural belief system has influenced all of us, we are all racists. At the same time, most of us are unaware of our racism (Sacramento Bee, 1990).

Many persons active in the social reforms of the '60s anticipated that legislative change and integration would be accompanied by a steady erosion of prejudice and the growth of enlightenment. However—more than 20 years after the Civil Rights Movement, court actions, desegregation legislation, and the initiation of affirmative action policies—bigoted harassment, vandalism, and violence are on the rise.

The unfortunate truth is that the observations made in the *Sacramento Bee* are equally valid whether the discussion focuses on racism, xenophobia, religious intolerance, or anti-homosexual bias. "Hate crime" is the label attached to words and deeds motivated by "negative feelings and opinions about" the victim's race, ethnicity, religion, or sexual orientation. The fact that the incidence of hate crime is currently at record-breaking rates nationwide attests to the reality that bigotry "still plays a dominant role" in contemporary America (American-Arab Anti-Discrimination Committee [ADC], 1991a; Asian and Pacific Islander Advisory Committee, 1988; Commission on Racial, Ethnic, Religious, and Minority Violence, 1990).

Increased national, state, and local attention is being given to the upsurge of violence and harassment spawned by bigotry. Although racial tension and discrimination against various groups have always been among the sadder parts of America's history, not since the Civil Rights Movement have federal and state governments, national commissions, and special-interest groups been so concerned with the phenomenon. Yet information is sparse; official definitions vary; and available guidelines and established programs are not widely known.

The Southwest Regional Laboratory (SWRL) in Los Alamitos, CA, has identified hate crime as a serious problem in schools. Consequently, SWRL produced this sourcebook to introduce school district personnel and collaborative agencies to programs and resources that might help curtail hate crime and reduce the bigotry that inspires it.

The Ku Klux Klan, for example, now considers high school and college campuses to be among its most fertile recruiting grounds.

SWRL made schools the focus of this sourcebook for two reasons. First, SWRL is an educational research and development institution with a 25-year history of helping schools confront problems. Second, destructive and criminal hate crime takes place more and more often among students in elementary and secondary schools. For example, the New York City Police Department reports, "70% of all bias incidents are now committed by people under 19," a statistic indicating a nationwide trend, according to the Center for Democratic Renewal (Johnson, 1989, p. 20). Furthermore, this trend has caught the attention of organized hate groups. Recent articles in the *Washington Post* and the *Austin American Statesman* report that the Ku Klux Klan, for example, now considers high school and college campuses to be among its most fertile recruiting grounds.

SWRL's hate crime sourcebook for schools includes two sections. Part I provides information and Part II supplies usable resource materials. Part I offers information on the nature, scope, and sources of hate crime. This information fosters an understanding of the problem necessary to consider solutions and includes the following sections:

1. **What is Hate Crime?**

   SWRL's operational definition provides a clear set of criteria for determining whether particular behaviors should be considered hate crime. This facilitates tracking and reporting procedures and allows planners to tailor school strategies to best address their situations.

2. **How Hate Crime Differs from Other Crime**

   Here, seven characteristics distinguishing hate crime from other crime against persons and property are enumerated, explained, and illustrated with examples.

3. **Hate Crime on the Rise**

   This section chronicles the urgency and scope of the situation and shows that youth hate crime now outpaces adult hate crime.

4. **Hate Crime: An Overview**

   This section discusses and debunks common misperceptions about hate crime and fills "information gaps."

5. **Causes of Hate Crime**

   Here, sources of bigotry leading to hate crime are identified. The section focuses on the three causes of hate crime that can best be addressed through school-based strategies to reduce bigotry and eliminate hate crime. This includes a discussion of hate crime inspired by the Persian Gulf War.

6. **Crucial Role of Schools in Curtailing Hate Crime**

   This section explains why schools have a central role in resolving hate crime, particularly in view of the number of school-age participants.

Part II has a "how to" focus. This section provides materials for use by schools and central district offices in curtailing hate crime. These materials are not offered as "ideals" to be implemented in a standard form. Rather, this sourcebook provides a variety of materials that should enable district and school-based educators and collaborative agency personnel to work out the best solutions for their particular settings. Part II includes the following materials:

1. **Hate Crime Reduction and Prevention Model: Schoolwide Implementation Strategy**

   SWRL's model provides a flexible, yet detailed set of procedures. It is based on projects to provide desegregation assistance and to support local school improvement. The model also draws on insights provided by the California Attorney General's Commission on Racial, Ethnic, Religious, and Minority Violence, the Education Commission of the States, and Laurie Olsen's *Bridges: Promising Programs for the Education of Immigrant Children.*

2. **Sample Board Policy to Address Hate Crime in the Schools and**
3. **Sample Administrative Guidelines to Address Hate Crime in the Schools**

   The sample policy is offered as a model statement of purpose. The guidelines provide an adaptable outline of standard administrative procedures for use in addressing hate crime. SWRL adapted and expanded these materials from those prepared by the Los Angeles County Office of Education in cooperation with the County of Los Angeles Commission on Human Relations.

4. **Hate Crime Definitional Checklist**

   This checklist establishes guideline criteria for consistency in determining whether given incidents can be classified as hate crime. It also enables consistency in reporting hate crime.

5. Hate Crime School Survey

This survey may be used to provide an indication of the types and scope of hate crime present. Follow-up surveys may be used to help indicate change. SWRL adapted and expanded this survey from the County of Los Angeles Commission on Human Relations 1989 survey.

6. K-12 Curriculum Considerations

A brief set of considerations is offered as an aid in decisionmaking about instruction and materials.

7. Sample Program Descriptions and Contact Information

This section includes descriptions of programs to aid in the selection or design of curriculum supplements and includes commentary by program school-site users.

8. Resource Organizations

This list of additional resource organizations includes contact information.

PART I

Hate Crime Issues and Information

What is Hate Crime?

Ideally, when the well-being of school children is threatened, the nature of the threat and its remedy are similarly understood by policymakers, curriculum designers, program leaders, and school administrators and teachers. In terms of coping with hate crime, however, the situation is far from ideal. Consequently, educational policymakers have a difficult time gauging the extent of hate crime on any given school campus and establishing appropriate response procedures and prevention programs to deal with the problem.

The Hate Crime Statistics Act of 1990 defines hate crime as any assault on a person or property in which there is "manifest evidence of prejudice based on race, religion, sexual orientation, or ethnicity." Despite this congressionally approved definition, other concerned legislative bodies, organizations, and state and federal agencies offer quite different definitions. In California, for example, hate crime definitions vary significantly in publications and proclamations issued by the California Department of Education; the County of Los Angeles Commission on Human Relations; the California Attorney General's Commission on Racial, Ethnic, Religious, and Minority Violence; and the California Bureau of Criminal Justice Statistics.

The definitional debate is further complicated by the simple fact that some admittedly offensive hate crime behaviors do not break any state or federal laws. Racial slurs are a case in point.

Despite the variations, however, hate crime definitions are similar in two ways. First, at a minimum, they incorporate the elements of the Hate Crime Statistics Act of 1990. Second, they all go beyond the Act to offer broader interpretations of hate crime, thus adding categories of behavior not included in the Act.

An operational definition must enable the consistent identification of hate crime and must have firm grounding that gives it credibility. For that reason, SWRL's definition of hate crime builds on the one included in the Hate Crime Statistics Act of 1990. SWRL's definition is further elaborated to identify the full range of hate crime behaviors that potentially contribute to tension and violence. Without knowing what these behaviors are, policymakers and educators will be stymied in their efforts to curtail or prevent hate crime.

SWRL's operational definition of hate crime is:

> **A hate crime is any act, or attempted act, to cause physical injury, emotional suffering, or property damage through intimidation, harassment, racial/ethnic slurs and bigoted epithets, vandalism, force, or the threat of force, motivated all or in part by hostility to the victim's real or perceived race, ethnicity, religion, or sexual orientation.**

How Hate Crime Differs from Other Crime

Without any additional information, one could easily assume that hate crime differs from other assaults against persons and property only in terms of its motivation. In some instances this appears to be true. However, it also is true that particular characteristics typical of hate-motivated violence are relatively rare in other crimes of violence. Such characteristics generally fall into the following seven categories and appear singly or in combination in most hate-motivated crimes:

- the relationship of the victim to the perpetrator;
- the number of perpetrators;
- the uneven nature of the conflict;
- the amount of physical damage inflicted;

- the treatment of property;
- the apparent absence of gain; and
- the places in which hate crime occurs.

Relationship of the Victim to the Perpetrator

"Most assaults involve two people who know each other well; indeed, for female victims of homicide, about a third of the time the perpetrator is a husband or lover" (Berk, 1990, p. 340). According to Bernice Sandler, executive director of the Project on the Status and Education of Women, this is even more true of rape. "In 50 to 75% of all rapes, the victim knows her attacker" (Mann, 1990, p. D3). In their 14-year study of homicide, Clayton and Webb looked at male and female victims and found that "in only 18% of the homicides were the victim and offender unknown to each other and these occurred primarily in robbery situations" (1991, p. 40). The opposite is true of hate-motivated assaults, which are "very likely to be 'stranger' crimes" (Berk, 1990, p. 340).

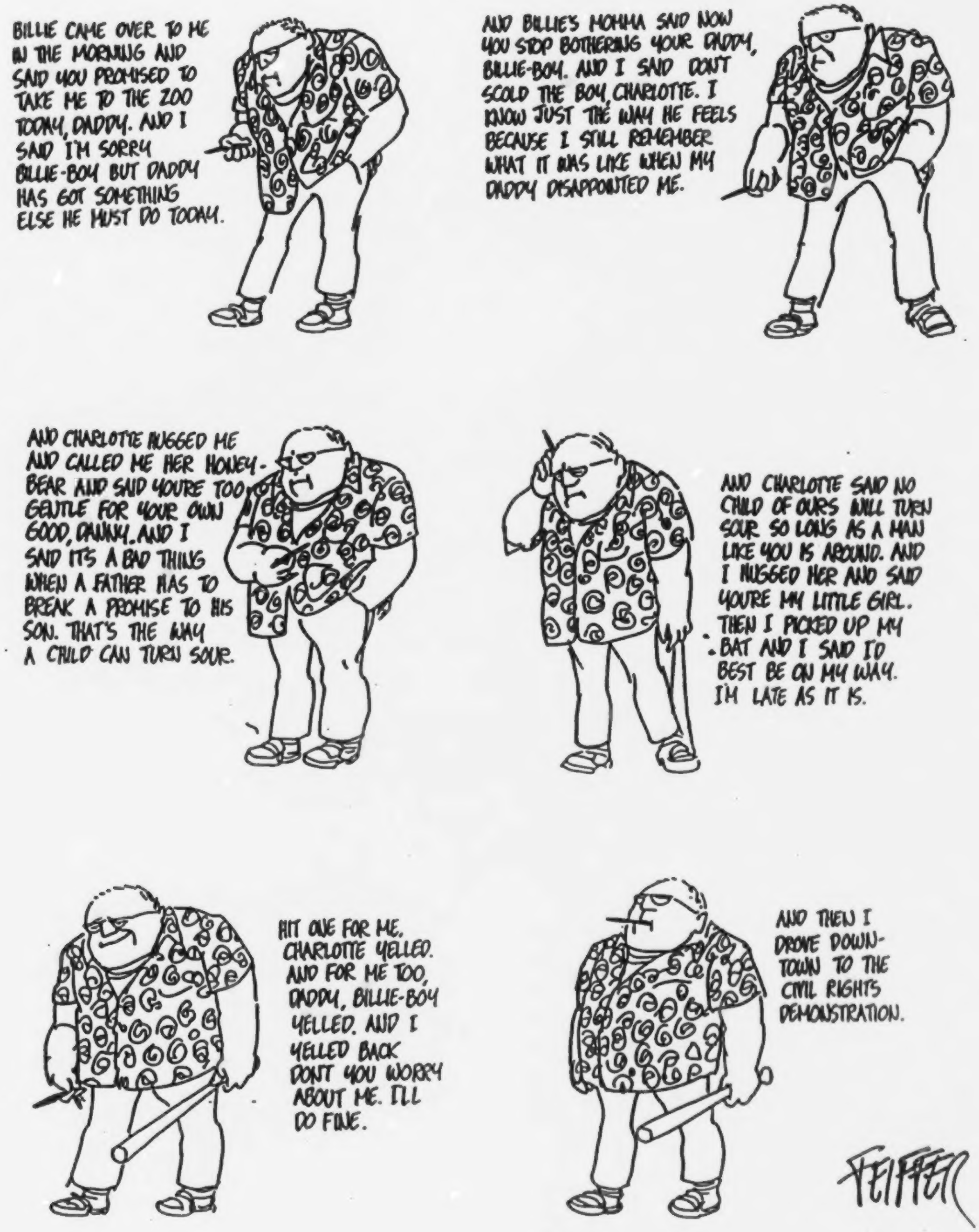
> ***Particular characteristics typical of hate-motivated violence are relatively rare in other crimes of violence.***

Number of Perpetrators

"The majority of assaults, for example, typically involve two individuals: one victim and one perpetrator or two 'mutual combatants'" (Berk, 1990, p. 340). Again, hate crime differs from the norm. Based on his study of 450 hate crimes, criminologist John McDevitt attests that rather than the common one-on-one assault, hate crime generally involves "an average of four assailants for each victim" (Pierce, 1990, p. 3045). Although the average ratio is four to one, instances of virtual mass assault are not unknown, as in the case of Yusef Hawkins' tragic death at the hands of an estimated 30 bat-wielding assailants intent on preventing a mixed-race date from occurring (Daughty, 1989, p. A19).

Uneven Nature of the Conflict

In addition to the frequently "unfair" dynamic of "ganging up" on the victim, hate crime perpetrators often arm themselves, then attack unarmed victims. Weapons include vials of acid, incendiary devices, baseball bats, and guns.


BILLIE CAME OVER TO ME IN THE MORNING AND SAID YOU PROMISED TO TAKE ME TO THE ZOO TODAY, DADDY. AND I SAID I'M SORRY BILLIE-BOY BUT DADDY HAS GOT SOMETHING ELSE HE MUST DO TODAY.
AND BILLIE'S MOMMA SAID NOW YOU STOP BOTHERING YOUR DADDY, BILLIE-BOY. AND I SAID DONT SCOLD THE BOY, CHARLOTTE. I KNOW JUST THE WAY HE FEELS BECAUSE I STILL REMEMBER WHAT IT WAS LIKE WHEN MY DADDY DISAPPOINTED ME.
AND CHARLOTTE HUGGED ME AND CALLED ME HER HONEY-BEAR AND SAID YOURE TOO GENTLE FOR YOUR OWN GOOD, DANNY. AND I SAID ITS A BAD THING WHEN A FATHER HAS TO BREAK A PROMISE TO HIS SON. THAT'S THE WAY A CHILD CAN TURN SOUR.
AND CHARLOTTE SAID NO CHILD OF OURS WILL TURN SOUR SO LONG AS A MAN LIKE YOU IS AROUND. AND I HUGGED HER AND SAID YOURE MY LITTLE GIRL. THEN I PICKED UP MY BAT AND I SAID I'D BEST BE ON MY WAY. I'M LATE AS IT IS.
HIT ONE FOR ME, CHARLOTTE YELLED. AND FOR ME TOO, DADDY, BILLIE-BOY YELLED. AND I YELLED BACK DONT YOU WORRY ABOUT ME. I'LL DO FINE.
AND THEN I DROVE DOWN-TOWN TO THE CIVIL RIGHTS DEMONSTRATION.
FEIFFER

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Amount of Physical Damage Inflicted

"Such crimes are extraordinarily violent: Victims are three times more likely to require hospitalization than 'normal' assault victims" (Pierce, 1990, p. 3045).

Treatment of Property

"In a very large fraction of property crimes, something of value is taken. In hate-motivated crimes, it is apparently more likely that something of value is damaged or destroyed" (Berk, 1990, p. 340). This is related to the next category of hate crime as well.

Apparent Absence of Gain

Not only is property more likely to be destroyed than taken in hate crime incidents, but other forms of gain are absent as well: No *personal* score is settled, no profit is made.

Places in Which Hate Crime Occurs

Unlike other crime against persons and property, hate crime frequently takes place at churches, synagogues, mosques, cemeteries, monuments, schools, camps, and in or around the victim's home. Places of special value, such as churches, synagogues, and cemeteries, as well as the gathering places of children and families, frequently are targeted. For example, in October 1981, four African American churches in Far Rockaway, NY, were firebombed (Center for Democratic Renewal, 1986, p. 65) and the same thing occurred in August 1990 at two San Francisco, CA, synagogues (Dart, 1991, p. A25).

The following incident is marked by several characteristics of hate crime characteristics. The victims and assailants are unknown to one another; though not outnumbering the victims, there were multiple assailants; the perpetrators were armed while the victims were not; the attack was extremely violent; property was destroyed rather than stolen; and the perpetrators had nothing to gain.

> [Denver, CO, October 1990] Six Japanese college students, celebrating a birthday by singing and strumming a guitar in a public park, were attacked by "four

> young men who came at them suddenly out of the dark." The $400 guitar was taken and smashed. "The students may not have understood the insults the four began screaming at them. But they understood very well the baseball bats and sticks. The young men lifted the weapons high, like 'golf swings,' like 'home run swings,' one suspect later told the police. The blows cut open the students' heads and bruised their ribs" (Morrison, 1990, p. A5).

Hate Crime on the Rise

> The violence to which Blacks have been subjected in New York City surpasses the violence of the southern cities of my youth. Not all violence has been directed at Blacks. There has been violence against Latinos, Jews, Asians, women, gays, and lesbians (Daughty, 1989, p. A19).

The media, minority-service agencies, watchdog organizations, and government agencies all warn of an unprecedented and sustained increase in hate crime. As a partial response, members of Congress brought pressure to bear on the U.S. Department of Justice to intervene. In 1990 the Department created a "hotline" through which citizens can report hate crime. The virtually unadvertised number is (800) 347-HATE.

Ironically, organized hate groups such as the Ku Klux Klan have begun tracking news of hate crime to pinpoint fertile recruiting grounds. The Klan has distributed literature and put up posters on high school and college campuses where racial, ethnic, religious, or anti-homosexual bigotry has erupted. The following incident is not atypical:

> At least three dozen fliers seeking members for the Ku Klux Klan were found posted near Fairfax High School this week, in what students and officials said was an attempt to capitalize on a series of racial incidents at the school...The handbills appeared just after the school was quieting down after a series of incidents involving a handful of students waving Confed-

> erate flags and one burning a cross on the school's front lawn (Baker, 1990, p. C3).

Federal and state legislators have passed laws requiring various hate crime reporting, tracking, or investigation activities. Yet state-by-state statistical profiles of hate crime don't exist. Commissions, advisory councils, and the U.S. Department of Justice report general trends or provide numerical data for limited sample areas. Minority and civil rights-oriented organizations frequently rely on tallies of newspaper articles or their own hotlines for data bases. All sources agree, regardless of the rigor of their information bases, that the incidence of hate crime is rising significantly.

Formal data are limited; however, available data thoroughly validate the consensus assessment that hate crime is increasing, both in concerted, organized activities and in spontaneous, unorganized action. Today in America a hate crime epidemic exists that is worse than any "since the heyday of the Ku Klux Klan," according to Leo McCarthy, California's lieutenant governor.

Agreeing with McCarthy, Leonard Zeskind, research director for the Center for Democratic Renewal, says:

> Wherever such statistics are kept, across the United States, bigotry cases have become more commonplace...The incidents have ranged from anonymous spray-painting of slurs to cross burnings to murder. What they have in common is their motivation: fury directed at those that are different because of their race, their religion, or their sexual orientation (Pasternak, 1990, p. A1).

The following items give some indication of the growing urgency surrounding hate crime. They are collected from the various sources listed in the reference section with an asterisk.

> In Maryland, assaults, arsons, cross-burnings, and threats prompted by race or religion more than doubled between 1986 and 1989.

> In the Pacific Northwest, the Northwest Coalition Against Malicious Harassment found that hate crime

motivated by a reaction against race, religion, or sexual orientation rose 20% last year. Of these, 149 were assaults, 2 were cross burnings, and 1 was murder.

The California Department of Education's Standard School Reporting Program released a five-year study showing that for the 1988-89 school year, weapons-related incidents, especially those involving guns, continued to increase.

In the first half of 1990, the 272 entries in Orange County's log of hate crime represented a 32% jump in reported incidents over the same period in 1989.

Los Angeles County reported 378 hate crime incidents last year, with a marked increase in assaults against African Americans, Arabs, Jews, and Latinos.

The County of Los Angeles Commission on Human Relations/County Office of Education survey reported that hate crime took place at one third of the L.A. County schools in 1989. The highest hate crime rates occurred at junior high and middle schools.

The National Gay and Lesbian Task Force reported more than 7,000 anti-homosexual crimes in 1990. In Los Angeles County, the Commission reported 125 hate crime incidents against homosexuals in 1990. In San Francisco, the gay and lesbian Community United Against Violence reported that 556 gay men and lesbians suffered hate crime in 1990, an increase of more than 20% over 1989.

Anti-Semitic incidents climbed to a record 1,685 in 1990—making it the fourth consecutive record-breaking year. A survey by the Anti-Defamation League showed anti-Jewish vandalism, such as arson, bombing, cemetery desecration, and swastika graffiti, up 72% and personal assault up 11% over 1989. College campus hate activity was up 36% over the same period.

> The American-Arab Anti-Discrimination Committee reported that the January 1991 hate crime tally exceeds that of all of 1990 and that the current rate is the highest since the ADC began compiling hate crime statistics in 1985. Fourteen percent have been physical assaults.

Hate Crime: An Overview

Despite the widespread concern about hate crime, reliable information on the problem is sparse. Even criminology literature has yet to focus on it (Weis, 1987; Wilson & Herrnstein, 1985). Relevant writings about collective behavior tend to focus on extremes of mass violence such as lynch mobs (Phillips, 1987) or race riots (Masotti & Bowen, 1968). Without hard data or reliable information, agencies and commissions interested in hate crime typically disseminate largely anecdotal information primarily about organized hate groups.

This dearth of widely disseminated and broadly inclusive information naturally leads to dependence on rumor, stereotype, and simplistic messages reinforced by skewed media presentations. Cultural and historical ignorance and fear inevitably distort the understanding of hate crime.

To correct a few predictable misconceptions about hate crime, this overview attempts to assess more accurately hate crime and to begin the discussion of causes and possible solutions.

"White fright" has become a pop culture phrase for one axis of racial tension. The phrase implies the belief that whites are frequently the victims of minority-originated threats such as: (a) racial violence; (b) job-threatening, special-interest group power; and (c) punitive foreign economics. Such rationales are illustrated in the following incidents:

> In Cairo, NE, a distressed farmer turned to the tenets of violent anti-Semitism espoused by the National Agricultural Press Association (a right-wing group that blames Jews for the problems of small farmers).

He engaged deputies trying to serve him with a foreclosure notice in gunfire and "died while screaming anti-Jewish epithets" (Center for Democratic Renewal, 1986). According to the Center, the farmer represented a particular strain of white fright prevalent in white supremacist literature that "targets Jews as 'aliens' who secretly control the government, the media and the banks," leading to vandalized synagogues and violent attacks on Jews.

In New York, a 19-year-old pregnant Chinese immigrant was pushed into the path of an oncoming subway train. Her attacker based his criminal defense on "fear of Asians" (Asian and Pacific Islander Advisory Committee, 1988).

In New York City in 1985, Bernhard Goetz, frightened of the African American teenagers who approached him for money on the subway, responded by firing the loaded gun he carried with him. At least one of the teenagers was shot in the back while running away. Barbara Walters expressed sympathy and support for Goetz in her televised special about the event, a sentiment echoed by the "person on the street" remarks also broadcast.

In a Detroit bar in 1982, two white men, an auto plant foreman and his stepson, a laid-off auto worker, picked a fight with a 27-year-old Chinese American, Vincent Chin. The men "apparently mistook him for Japanese and began to berate him with racial slurs, charging that Japanese car sales had ruined the economy of the motor city" ("Asian-American," 1983, p. A16).

One-half hour after being thrown out of the bar, the two white men found the Chinese American. Fatally bludgeoning him with a baseball bat, the auto plant foreman yelled, "It's because of you motherfucking Japs that we're out of work!" (Asian and Pacific Islander Advisory Committee, 1988).

> Judge and jury response to the murder might also be interpreted as indicating anti-Asian sentiment. Although confessing to murder, the two white men pleaded guilty to manslaughter. "Wayne County Circuit Judge Charles Kaufman gave the killers three years of probation and fines of $3,780 each. He said that the men, who had no prior criminal records, were 'not the kind of people you sent to prison'" ("It isn't fair," 1983, p. 46). In 1987, after a series of appeals, a Cincinnati Ohio jury ruled that there had been no civil rights violations. The men will not do any jail time.

Even if unintentional, patterns of media coverage tend to heighten dangerous, bigoted tensions. Sympathetic depictions of white fright, as in the Bernhard Goetz incident, are combined with sensationalized presentations of minority group threats to safety, health, and economy. These media images are seldom balanced by positive stories concerning minorities.

Austin Scott of the *Los Angeles Times* cited the 1981 article, "Marauders from Inner City Prey on L.A.'s Suburbs," as a classic example of "media insensitivity" and sensationalism. The *Times* article described:

> A "growing wave" of black and Latino youth leaving their neighborhoods, "staging grounds for robbers and burglars and thieves," and riding the freeways "like magic carpets" to the suburbs where they would wreak "senseless savagery" on white residents (Scott, 1982, p. 3).

Ironically, the Society of Professional Journalists, Sigma Delta Chi, included the "Marauders" article in a public service award to *The Times*—an action that triggered a letter of protest from the boards of directors of the Black Journalists Association of Southern California, the California Chicano News Media Association, and the Asian American Journalists Association.

In fact, for more than 20 years, studies (Kerner Commission Report, 1968; Kirtz, 1990; Martindale, 1986; *Special Issue, Newspaper Research Journal*, 1990; Scott, 1982; Wilson II & Gutierrez,

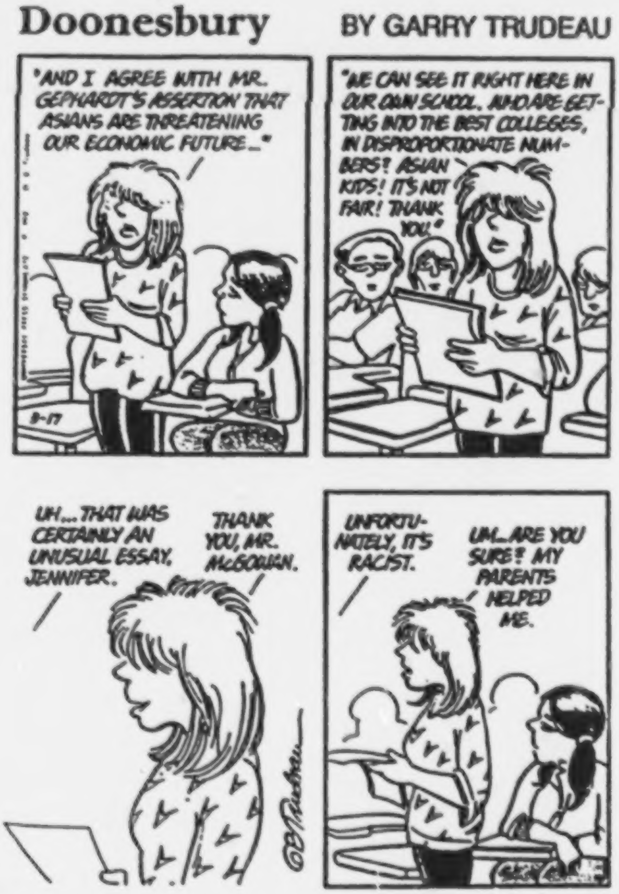
1985) have consistently shown that news coverage of African Americans and Latinos is extremely limited, coupling the overrepresentation of drug busts, gang activity, and other violence with "a failure to cover events that would be covered in white neighborhoods, a failure to feature interesting black people just because they are interesting, as is done with whites" (Scott, 1982, p. 3).

Brenda Wall, "who specializes in the consequences that arise from media distortions," believes: "Generally, in entertainment as well as on the news...black experiences aren't shown, subtle interactions aren't shown...Our values are missing...a lot of our humanness is missing" (Scott, 1982, p. 3). Scott adds, "In almost every arena of life, large numbers of blacks argue persuasively that the white-owned media...routinely distort the fabric of black life—when they aren't ignoring it all together."

In examining movies, and print and broadcast media, the Asian and Pacific Islander Advisory Committee has found similarly unbalanced treatment of Asians:

> Asian/Pacific Islander Americans tend to be largely absent in those media, and when they are included, the characterizations are negative. Rather than being included as neighbors, colleagues, and people who enrich the social and cultural fabric, Asian/Pacific Islander Americans find themselves cast as economic competitors, historical enemies, and as racial caricatures (1988, p. 24).

Linda Williams of Washington's Joint Center for Political Studies found parallel media presentations in the coverage of all minorities. Her research of the press "concluded that minorities are either ignored or are portrayed as 'them, who have [problems] or cause problems for us.' She called minority coverage nonexistent or negative, without positive, counterbalancing words" (Kirtz, 1990, p. 8). A Harvard University conference panel of journalists, politicians, and researchers agreed that "there are major and damaging differences in the ways the press covers whites and minorities." Panel member Michael Oreskes, national political correspondent for the *New York Times*, referred to this as "a very frightening gap" (Kirtz, p. 8).


Doonesbury
BY GARRY TRUDEAU
"AND I AGREE WITH MR. GEPHARDT'S ASSERTION THAT ASIANS ARE THREATENING OUR ECONOMIC FUTURE..."
8-17
"WE CAN SEE IT RIGHT HERE IN OUR OWN SCHOOL. WHO ARE GETTING INTO THE BEST COLLEGES, IN DISPROPORTIONATE NUMBERS? ASIAN KIDS! IT'S NOT FAIR! THANK YOU."
UH... THAT WAS CERTAINLY AN UNUSUAL ESSAY, JENNIFER.
THANK YOU, MR. McGOWAN.
UNFORTUNATELY, IT'S RACIST.
UM... ARE YOU SURE? MY PARENTS HELPED ME.

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Such "perception gaps" are frightening because they perpetuate an "us and them" view of majority versus minority races, ethnicities, religions, and sexual preferences. The danger of stereotyped presentations, ignorance, and fear is evident in public response to AIDS.

Initially incomplete information and sensationalized "predictions" concerning the AIDS epidemic combined with rumor and fear to help create "a growing national hysteria over the AIDS crisis [that] has resulted in an increase in violence against gays" (Center for Democratic Renewal, 1986, p. A14). Sociologist Richard Berk argues that negative feelings about AIDS victims may well be "generalized to gay men as a group, as well as to blacks and Latinos, in so far as IV drug users are assumed to be predominantly black and Latino." He adds that such negative sentiment is further fueled by public perception that questionable "high-risk

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behavior has placed 'innocents' in jeopardy." Berk speculates that "one result may be an increase in hate-motivated violence" (1990, p. 340).

According to the National Gay and Lesbian Task Force, more than 7,000 anti-homosexual crimes were reported in 1989 (Pierce, 1990, p. 3045). The following two incidents illustrate the fear-hate equation:

> [June 14, 1987] The Great White Brotherhood of the Iron Fist placed a gay male "matching" ad in the *Chicago Header* and then wrote to parents, neighbors and employers of those who responded. Recipients of the letter were informed of the respondents' homosexuality and were told that AIDS can be spread through casual contact (Ehrlich, 1990, p. 46).
>
> [University of Delaware, October 19, 1988] More than 40 anti-homosexual slogans were discovered chalked on sidewalks and in public places on the central campus...A group called the Anti-Homosexual Federation signed some of the slurs, which included, "A Warrior Needs to Kill Homos Badly," "Gay=AIDS," and "Fags are Going to Die from AIDS" (Ehrlich, 1990, p. 68).

As can be seen, when hate crime erupts, the "person on the street" perception is that the perpetrators are either "fighting back at last"—the characterization offered by Goetz supporters—or are justified by the overall climate of fear, intimidation, and random violence. Conversely, the general public tends to dismiss cases of extreme violence perpetrated by whites against nonwhites as exceptional and probably committed by isolated, maladjusted individuals (Center for Democratic Renewal, 1986). The data do not bear this out.

Of the hate crimes catalogued for 47 (excluding Alaska, Indiana, and South Dakota) states over a period of six years, only a handful involved whites targeted by nonwhites (Center for Democratic Renewal 1986). The truth is that heterosexual, non-Jewish whites not involved in interracial relationships and not perceived as "nigger-lovers" are the lowest risk group for hate crime. Further, when minority members are the aggressors in hate crime, they tend to victimize members of other minority groups. The following incidents illustrate:

> [Wayne State University, Detroit, MI, July 22, 88] A 27-year-old student from China and his roommate were returning home around 1 a.m. They were accosted by a group of four black men in baseball caps. The roommate, a Korean, escaped and called for help while the Chinese student was beaten to the ground. This incident was believed to be one of a series of racially motivated assaults. Two similar incidents occurred in May 1988, two in October 1987, and one in 1984...The [black male] attackers did not take money from their victims in any of the incidents (Ehrlich, 1990, p. 64).

> [Los Angeles, November 1990] A black transient screaming, "I hate Mexicans!" used a cinder block to bash a Latino to death (Miller, 1990, p. A4).

According to attorney Diane Chen, who set up a hate crime project for the San Francisco Lawyers Committee for Urban Affairs, the worsening economy has resulted in an increase in interethnic conflict, as well as in attacks by whites on nonwhites:

> Whenever economic problems get worse, hate crimes go up. There's a lot more personal tension and aggression, and when there are fewer resources and people are struggling, some look for an enemy to target. Communities of color tend to be in the lower economic strata, and they start to go after each other (Cacas & Tepperman, 1991a, p. 17).

Those groups most likely to be victimized by hate crime are: African Americans, Arabs, Asians, gay males, Jews, Latinos, lesbians, Native Americans, and white women in interracial relationships (as the order of frequency varies by locale, these are presented in alphabetical order).

It might be tempting to attribute the growing incidence of hate crime primarily to increased activity by organized hate groups. After all, as of 1986, 170,000 Americans were known members or active contributors to hate groups belonging to the White Supremacist Movement (Center for Democratic Renewal, 1986). A partial list of such groups follows:

American Nazi Party
Angels of War
Aryan Brotherhood
Aryan Nations
The Covenant, the Sword & the Arm of the Lord
Farmers Liberation Army
Ku Klux Klan
Legion of Doom
The Mercenary School
National Agricultural Press Association
National Socialist Liberation Front
National Socialist White Peoples Party
Omega Seven
The Order
Posse Comitatus
Skinheads (not originally a hate group)
Socialist Anarchist Nazi Remnant
Socialist Nationalist Aryan Peoples Party
White Aryan Resistance (WAR)
White Patriot Party

Although the groups' names are sometimes misleading, their literature has an unmistakable similarity—scapegoating people of color, Jews, or homosexuals, and advocating violence. However, the Center for Democratic Renewal, which has monitored hate crime nationwide for the last decade, warns against dismissing hate crime as the sole province of such groups.

> There are areas of the country which have experienced high levels of bigoted violence without correspondingly high levels of organized white supremacists...The principal cause of bigoted violence then, is not organized white supremacist activity. Rather, underlying social tensions—racial conflicts and scapegoating—appear to give rise to bigoted violence (1986, p. 17).

Bigotry is widespread and results in organized and spontaneous displays of hostility; further, such displays frequently include extreme violence.

Misconceptions about the sources of hate crime are coupled with misconceptions about the seriousness of hate crime behavior. In fact, over the six-year period in which the Center for Democratic Renewal compiled descriptions of hate crime, it found that people tend to believe that most incidents culminate in little more than "harmless" name-calling; threatening notes and phone calls; and minor acts of vandalism, such as slashing tires, painting graffiti, destroying racial, ethnic, or AIDS memorials; and burning crosses. "In the overwhelming majority of instances, bigoted violence is simply ignored, dismissed as the work of young 'pranksters,' or simply left unexplained" (1986, p. 18).

The general public tends to dismiss cases of extreme violence perpetrated by whites against nonwhites as exceptional and probably committed by isolated, maladjusted individuals. The data do not bear this out.

This belief is mistaken in characterizing these acts as harmless and in failing to realize that more violent manifestations of bigotry also are alarmingly frequent and include: abduction, acid-spraying, arson, beating, bombing, branding, clubbing, disfigurement, killing pets, lynching, mutilation, rape, stabbing, stoning, teargas, torture murder, vehicular homicide, and whipping. In case after case, bigoted incidents beginning in "minor" ways ended in tragedy. The following is typical:

> In 1983, a Vietnamese American student was attacked and stabbed to death, following months of racial taunts and harassment that school authorities allegedly knew of and in which they failed to intervene. Several months after the murder, a memorial planter was spray-painted with swastikas and the epithet, "Death to Gooks" (Asian and Pacific Islander Advisory Committee, 1988).

Finally, these acts are not geographically limited, but are found in each of the 47 states for which hate crime information has been made available.

Causes of Hate Crime

The above overview of hate crime, in combination with the seven characteristics of hate crime provided earlier in the text, clearly demonstrates that hate crime differs from crime not motivated by bigotry. However, it is easier to pinpoint the distinctive characteristics of hate crime than to determine the root causes of bigotry. This is made more difficult by the fact that not all bigotry grows from the same roots.

Bigotry has many psychosocial causes—some are more psychological than social, developing out of individual trauma or personal pathology. A World War II veteran of the Pacific campaign, for example, may have survived a scarring experience and come to associate it with all Japanese; this would be trauma-induced bigotry. Personal pathology also may induce bigotry. For example, an unbearable sense of personal failure may lead to the need to avoid self-blame by scapegoating others; the need to feel superior by dehumanizing others; or the need to feel powerful by subjugating others. Where minorities are targeted for the role of "others," bigotry is the result. Bigots of this ilk are not likely to be reformed without psychotherapy or some other form of intervention beyond those that generally are available to educators. For this reason, bigotry rooted in individual trauma or personal pathology will not be addressed, as it is likely to lie beyond the scope of virtually all programmatic approaches.

Other causes of bigotry are more social than psychological and can be addressed through social means such as education. The causes discussed below are those felt to be susceptible to resolution through school-level education, programs, and policy. Further, the victims of hate crime, whatever the cause, can still be helped and damage can be mitigated through good support systems.

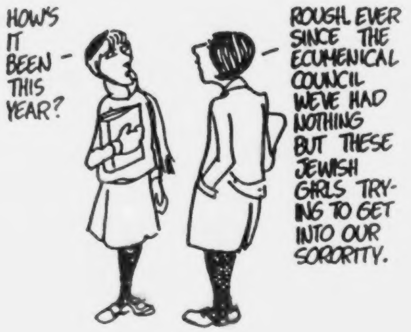
According to the Center for Democratic Renewal, "hate violence is motivated by social and political factors generally quite distinct from those which motivate robbery, most arsons and murders, and other violent crimes" (1986, p. 11). Hate crime is generally not committed within an established problematic relationship nor does it target the specific source of a concrete grievance. The perpetrator generally does not "benefit" from the crime; it neither settles a perceived interpersonal "score" nor generates material gain.

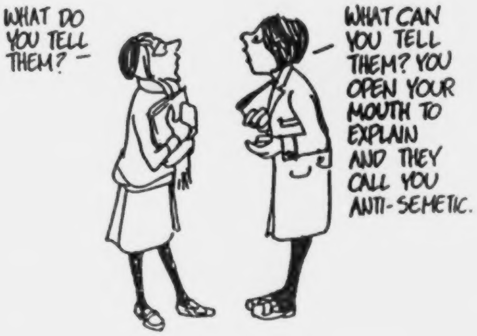
Rather, "acts of bias-related violence are directed not at individuals solely, but at the group of which the victim is perceived to be a member" (New York State Governor's Task Force on Bias-Related Violence, 1988, p. 1). This is especially clear where the victim is used to make a statement or is "made an example of" as in the following incidents.

> [Mobile, AL, March 19, 1981] The body of 19-year-old Michael Donald was found hanging from a tree...an autopsy report showed that the young black man had been severely beaten and cut on the throat before he died of strangulation...During the trial for Donald's lynching, chief state witness James Knowles testified that he and Henry Hays chose Donald at random as a murder victim to "show Klan strength in Alabama" (Center for Democratic Renewal, 1986, p. 20).

> [Gaithersburg, MD, August 15, 1990] An Iranian-American family mistaken for Arabs reported that they were attacked and beaten by members of a road crew. The father received a fractured skull and is partially paralyzed. One of the attackers was quoted as saying, "I want to kill these foreigners to teach them a lesson about complaining in our country" (ADC, 1991a, p. 7).

Clearly, hate crime is a form of depersonalized vengeance in which strangers—by virtue of their membership in racial, ethnic, religious, or minority target groups—are scapegoated as the symbolic sources of broad social, economic, or political unease.


HOW'S IT BEEN THIS YEAR?
ROUGH. EVER SINCE THE ECUMENICAL COUNCIL WE'VE HAD NOTHING BUT THESE JEWISH GIRLS TRYING TO GET INTO OUR SORORITY.


WHAT DO YOU TELL THEM?
WHAT CAN YOU TELL THEM? YOU OPEN YOUR MOUTH TO EXPLAIN AND THEY CALL YOU ANTI-SEMETIC.

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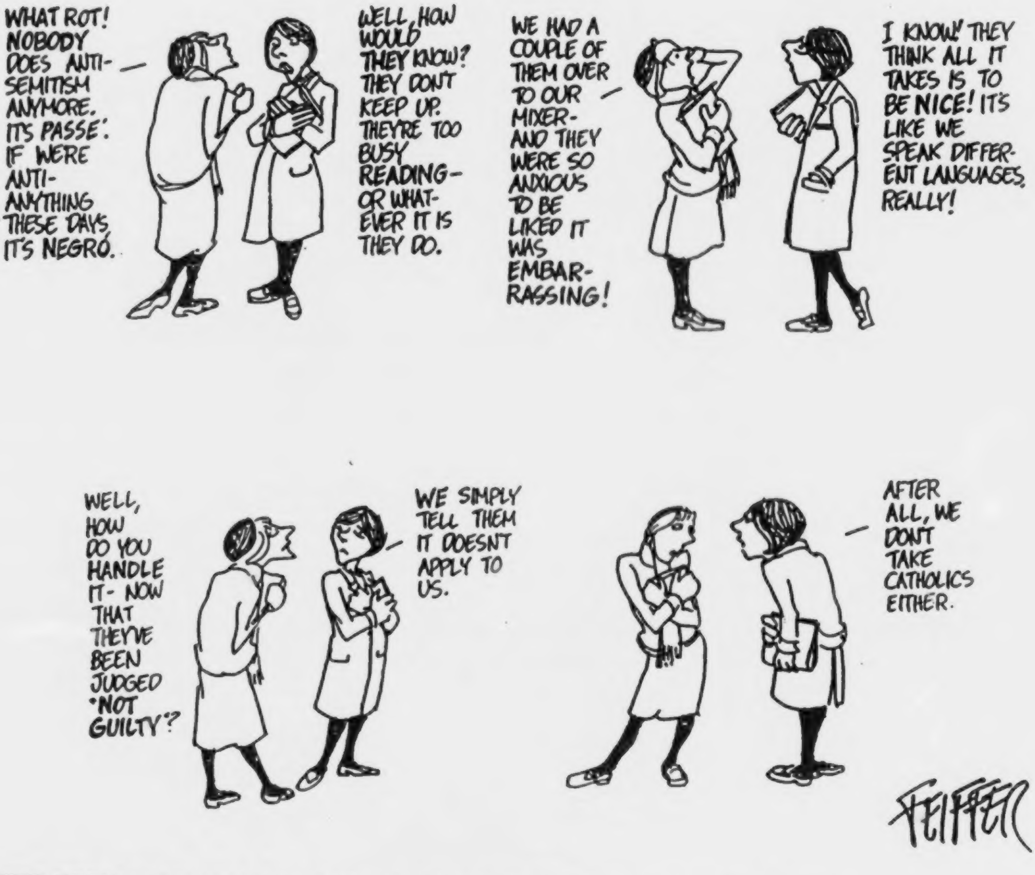
Social Unease

Americans often are poorly informed and suspicious of cultures and lifestyles outside their own. Yet as the demographic pattern of urban minority neighborhoods/ethnic enclaves/white suburbs increasingly shifts to a pattern of multiethnic neighborhoods and diversified edge cities, daily exposure to those different from oneself becomes inevitable.

Unfortunately, forced exposure does not guarantee increased understanding; many rely on stereotypes to negotiate an unfamiliar social environment. Rather than face the unknown and interact with "suspect" individuals, people often make "estimates of central tendencies associated with particular social categories," attributing alcoholism to Native Americans, miserliness to Jews, a quick temper to Latinos, weakness to homosexuals, and so forth (Berk, 1990, p. 339).


WHAT ROT! NOBODY DOES ANTI-SEMITISM ANYMORE. IT'S PASSE'. IF WERE ANTI-ANYTHING THESE DAYS, IT'S NEGRÓ.
WELL, HOW WOULD THEY KNOW? THEY DON'T KEEP UP. THEY'RE TOO BUSY READING- OR WHATEVER IT IS THEY DO.
WE HAD A COUPLE OF THEM OVER TO OUR MIXER- AND THEY WERE SO ANXIOUS TO BE LIKED IT WAS EMBARRASSING!
I KNOW! THEY THINK ALL IT TAKES IS TO BE NICE! IT'S LIKE WE SPEAK DIFFERENT LANGUAGES, REALLY!
WELL, HOW DO YOU HANDLE IT- NOW THAT THEY'VE BEEN JUDGED "NOT GUILTY"?
WE SIMPLY TELL THEM IT DOESN'T APPLY TO US.
AFTER ALL, WE DON'T TAKE CATHOLICS EITHER.
FEIFFER

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Such stereotypes depersonalize interaction and dehumanize newcomers and those with unfamiliar cultures and lifestyles. This may account for the following facts:

> Since 1980, unorganized violence directed at African Americans has become most evident in "transition" neighborhoods (Center for Democratic Renewal, 1986, p. 11);
>
> Instances of anti-homosexual violence have steadily grown as gay and lesbian groups have become more visible; and
>
> A school is at increased risk for hate crime when any one minority group (either white or nonwhite) begins to exceed 10% of the student enrollment (Los Angeles County Office of Education/County of Los Angeles Commission on Human Relations, 1990).

Still, prejudicial attitudes rooted in ignorance and primarily derived from stereotypes are the easiest to change. Meaningful multicultural interaction in an educational setting has proved successful in this regard.

> Indeed, during the past 15 years, cooperative learning techniques which involve the assignment of academic tasks to small groups of multiracial students have been found to have positive effects on race relations in integrated schools (Hendershott, Norland, Eichar, & Powell, 1991, p. 95).

Studies in the United States and Canada comparing English-speaking children in standard English programs with those in French immersion programs found that although initially both groups held similar social attitudes:

1. The stereotypes of the immersion students about French Canadians were more favorable than those of the control students.

2. Immersion students were more likely than control students to say they had come to appreciate and like French Canadians.

3. Immersion students reduced the perceived distance between their ethnic group and French Canadians more so than did controls (Padillo et al., 1991, p. 122).

Hendershott et al. (1991) and Padillo et al. (1991) illustrate the potential impact school-based programs can have on reducing the social unease experienced by diverse student bodies and consequently on curtailing hate crime (see also Lambert, 1987; Snow, Padilla, & Campbell, 1988; Lindholm & Padilla, 1990; Rossell & Howley, 1983).

Economic Unease

Economic unease is strongly linked to social unease. This is particularly true of working-class youth competing for jobs in the shrinking arena of unskilled labor, but also extends to the middle and upper classes who feel their futures are threatened as increasing numbers of racial and ethnic minority members become upwardly mobile. Distanced from the experiences leading to the civil rights and affirmative action legislation of the '60s and '70s, young men and women find themselves competing with others perceived to have an unfair edge in obtaining jobs and scholarships. This sentiment was expressed in a cartoon that appeared in the University of Wisconsin-Eau Claire campus newspaper, *The Spectator*, on April 14, 1988, that depicted:

> Two white students smearing themselves with black paint, in a mocking attempt to participate in the minority recruitment plan. In the cartoon, the students were shown drawing the paint from a bucket bearing the labels "Minority in a Minute" and "E-Z-2-ition." One of the students was saying, "Who needs to work so hard to get a perfect G.P.A. or money for tuition when you have this stuff!" (Conroy, 1988, p. 36).

Robert Rubin, a lawyer who works with the San Francisco Lawyers Committee for Urban Affairs, sees this set of attitudes reinforced by the words and deeds of politicians:

> There's a backlash against blacks in the opposition to civil rights legislation, rhetoric like Jessie Helms' that says blacks are taking jobs away from whites. Ultimately it's a question of moral leadership that starts with the president, who has vigorously opposed civil rights legislation. He's saying, "Yes, civil rights laws have gone too far." Those who are inclined to racist attacks are emboldened (Cacas & Tepperman, 1991a, p. 17).

Amidst resented minority competition, immigrants are perceived to be arriving in overwhelming numbers, competing for jobs, and burdening an already stressed social services system.

Having studied 450 hate crime incidents, John McDevitt also targeted social and economic unease as an impetus for hate crime:

> There are few hate crimes in racially "pure" neighborhoods. But where there's a mixed population of economically insecure, lower working-class peoples—whites, Blacks, Hispanics, or Asians—turf battles commonly erupt. There's a real fear out there that people aren't getting their fair share of the economic pie...and that some people are getting benefits they don't deserve because of who they are (Pierce, 1990, p. 3045).

Sociologist Aldon D. Morris concurs, stating that "the most violent forms of racism tend to occur in lower-income neighborhoods where blacks and whites are competing for the same jobs and opportunities" (Johnson, 1989, p. 20). Further, this competition takes place in a postindustrial society in which "it is very easy to fall through the cracks if you can't climb into the technocracy" (Johnson, p. 20).

The situation is further complicated because we live in a world market and have a global economy, the dynamics of which are poorly understood by the average American. What tends to prevail in the face of incidents like auto-plant closings is the feeling that the American economy is being undermined by unfair or suspect foreign market practices. Such an inaccurate view can lead to the scapegoating of recent immigrants and Americans of foreign descent as in the tragic case of the Chin murder discussed earlier.

The following excerpt from an editorial appearing in the *New York Times* following the Yusef Hawkins murder expresses the danger of extreme social and economic unease:

> In a crowded city, people who are rocked by changes in residential patterns and frightened by a future for which they feel unprepared find it easy to confuse skin color with character, accent with intelligence. That racism, recklessly expressed by adults, encourages youthful violence so wanton as to recall the lynchings of the Old South (Daughty, 1989, p. A19).

"Youthful violence" is, in fact, the mainstay of hate crime. The Center for Democratic Renewal claims hate crime has grown most "among those groups most disaffected from the status quo," identifying "urban youth" as one of those groups (1986, p. 12). Further, the Ku Klux Klan identifies fraternities as one of the most fertile recruiting grounds (Wright, 1990, p. B3) and also has begun to disseminate its literature among more and more high school campuses. Most revealing, however, is that in New York—the state in which the greatest number of hate crime incidents occur—people under 19 account for 70% of that crime (Johnson, 1989, p. 20).

Distanced from the experiences leading to the civil rights and affirmative action legislation of the '60s and '70s, young men and women find themselves competing with others perceived to have an unfair edge in obtaining jobs and scholarships.

In periods of plenty and relative economic strength, we should expect less hate crime in this category to be committed. However, given the current threat of a serious recession accompanied by diminishing social services, continued high rates of hate crime are likely. In view of the inevitably competitive economic environment, education alone provides a viable avenue of change in the hate crime/economic unrest equation. American history, social studies, and government course curricula and class content should include treatment of minority issues. This approach can act to reattach significance and meaning to established civil rights and affirmative action legislation and policy that, because they have become decontextualized, are currently experienced as arbitrary and unjust. Critical-thinking and reasoning skills should be integrated into instruction, enabling students to: (a) take a "big picture" view of events; (b) weigh the strengths and weaknesses of an argument; (c) see a given situation from more than one perspective; (d) consider long-term consequences of decisions; and (e) question their own assumptions. This approach would help to discourage students from thinking about the economic roles of minorities in superficial formulas that lead so easily to scapegoating and blame.

Political Unease

National and international politics are extremely complex and political conflicts are virtually never clear-cut and unambiguous. Few issues resolve into "good versus evil," yet this is the model of choice in print and broadcast media, as well as in political speeches. It is only a small step from casting ideological opponents as members of "the red menace" or "the evil empire" to the derisive caricature of all with politically, religiously, philosophically, or culturally distinct outlooks. Such a process of dehumanizing "outsiders" makes any member of the "wrong" racial, ethnic, religious, or social group seem an appropriate target for righteous anger, punitive vandalism, and even justifiable violence. At no time is this clearer than during a military action. Consider the several military conflicts between the U.S. and different Asian countries:

> Stereotypes of Asian/Pacific Islanders proliferated during these periods of military contact. Stereotyped perceptions of Asians tend to fall into either the "good" or "bad" category. Application of the "good" or "bad" label often depends on the state of relations with a particular Asian nation (Asian and Pacific Islander Advisory Committee, 1988, p. 25).
>
> When Americans were at war with Japan, quietness turned into deviousness, and stoicism (another trait

> commonly ascribed to all Asians) became cruelty. When Americans were fighting the Chinese in Korea, the same negative attributes were attached to them, whereas the Japanese suddenly became our trustworthy, hardworking, gentle allies (New York State Governor's Task Force on Bias-Related Violence, 1988, p. 8).

Ultimately, Japanese Americans were stripped of their constitutional rights during World War II, robbed of their homes and possessions, and interned in prison camps.

More recently, events in the Middle East have been reflected in anti-Arab hate crime. According to the American-Arab Anti-Discrimination Committee, since it was founded in 1980, it "has noted a significant increase in hate crimes and violence directed against Arab Americans whenever the United States or its interests are involved in a Middle Eastern crisis" (ADC, 1991b, p. 1). The Persian Gulf War began January 16, 1991; predictably, more anti-Arab hate crime was reported in the month of January than in the entire previous year.

It is only a small step from casting ideological opponents as members of "the red menace" or "the evil empire" to the derisive caricature of all with politically, religiously, philosophically, or culturally distinct outlooks.

Examples of dehumanization and caricature are plentiful and include everything from televising the American missile inscribed with "If Allah doesn't answer, try Jesus!" to marketing T-shirts in the U.S. depicting a camel-riding Arab in the cross hairs of a riflesight above the legend, "I'd fly 10,000 miles to smoke [military jargon for destroy] a camel." As the ADC points out, "These slurs help to create an atmosphere which encourages and provides spurious 'legitimization' for anti-Arab violence" (1991a, p. 4).

In Los Angeles, for example, "Students of Middle Eastern heritage have been subjected to name-calling and intimidation on school campuses due to the Persian Gulf Crisis" (EDCAL, 1990, p. 2). Also, the ADC reports nationwide incidents of Iraqi-American children "harassed often in school by faculty and students. The harassment includes mention of internment camps and statements that Americans should kill all of the Iraqis" (ADC, 1991b, p. 3). Several elementary and high school teachers contacted by SWRL reported hate crime incidents following the advent of the Persian Gulf War. Even the youngest students are affected. One teacher described a 3-year-old playing war and explaining that his "jets were bombing the brown people. They're the bad guys."

Violent hate crime also was prevalent and included arsons, bombings, and threats made against Americans of Arab descent. A few of the numerous episodes follow:

> [Cincinnati, OH, January 17, 1991] An incendiary-style device was used to bomb a grocery store owned and managed by Arab-Americans. This was the second blast at the store in a week (ADC, 1991b, p. 1).
>
> [Detroit, MI, January 17, 1991] A Chaldean [Iraqi Christian] party store owner reported that two individuals in combat fatigues opened fire on him as he approached his business (ADC, 1991b, p. 5).
>
> [Los Angeles, CA, January 23, 1991] A delicatessen owned by an Arab-American was set ablaze...Graffiti scrawled on the wall of the deli read:...'Arab, go home!' (ADC, 1991b, p. 9).
>
> [North Bergen, NJ, January 27, 1991] A woman wearing a Muslim headdress was attacked by three other women in a department store (ADC, 1991b, p. 10).

Curtailing this form of hate crime is difficult. It may prove nearly impossible in the aftermath of the war. Educators will have to work hard to overcome demeaning stereotypes, resentment, fear, and suspicion. All through the Persian Gulf conflict, and particularly during the war, disc jockey patter, stand-up comedy routines, and daily humor featured dehumanizing jokes about Saddam Hussein and the Iraqi people. Such jokes often were based on demeaning stereotypes of Arabs and Middle Eastern culture as a whole. Fear and suspicion remain in the wake of media hype over the terrorist threat. The FBI's wholesale harassment of Arabs and people with Arab friends provided a model of suspicion in which distrusting all Arabs was made to seem justifiable (Becklund & Freed, 1991). Finally, those left behind when American armed forces went to the Persian Gulf experienced resentment toward the perceived foe. This was particularly upsetting for children separated from parents in the armed services.

As with economic causes of hate crime, political causes can be countered through education. Again, broader historical and cultural perspectives should be formally incorporated into class content and curriculum, particularly within the framework of history, social studies, and current events. Programs that enhance critical-thinking and reasoning skills remain important. These should focus, in part, on the ability to distinguish among broad conceptual categories. For example, students should learn how to separate cultural judgements from political viewpoints; they should learn to evaluate individual worth apart from mass labels.

Schools are crucial to the resolution of hate crime because not only are the young the perpetrators, but schools are the staging grounds.

Another urgent issue is the damage done to children and teenaged students by the sudden onslaught of vilification. Many of these students are perhaps being victimized by hate crime for the first time. It is important to establish support systems and/or grievance procedures for these young victims. Programs aimed at building self-esteem may be necessary at this juncture.

Crucial Role of Schools in Curtailing Hate Crime

Because America has a diverse population, the health of the community and the nation depends on an acceptance and appreciation of diversity. Currently this health is being threatened by bigotry and hate violence. SWRL agrees with the Asian and Pacific Islander Advisory Committee's assertion:

> Fostering an appreciation for diversity must become a major goal of our policymakers, and the place to begin addressing this concern is within our schools. Schools have a central role to play in teaching youth

> an appreciation and respect for cultural differences (1988, p. 51).

Schools have a central role for several reasons:

1. Bigotry is learned at an early age and, therefore, should be circumvented or countered at an early age.
2. Many of the root causes of hate crime learned and reinforced through home, community, media, economic, or political socialization can be "unlearned" or addressed in an educational environment.
3. Not only is hate crime overwhelmingly committed by the young, but more and more often it's committed on school grounds.

Racial awareness and friendship preferences have been shown to take form at a very early age (Newman, Liss, & Sherman, 1983). Unfortunately, bigotry takes form at an early age as well. Many dangerous sentiments develop out of ignorance about other cultures and lifestyles and fear of the unknown. School is an arena in which diverse cultures and lifestyles are brought together, but as news events and studies show, "simply placing students of different races or ethnic groups in the same school does not necessarily lead to positive group relations" (Hendershott et al., 1991, p. 95). Proactive educational strategies are required, i.e., strategies that will reduce stereotyped assessments of minority groups; reduce minority isolation; encourage multicultural interaction; and foster appreciation of diversity.

Bigotry caused by social unease may be addressed, in part, by thoughtful strategies that lead to interaction among races and cultures. However, other educational strategies are needed to reinforce social ease and to address economic and political sources of bigotry. One such strategy is to broaden youth understanding of history, different cultures, and current events. The school curriculum, of course, provides the ideal forum. Such strategies address bigotry based on stereotypes and other inaccurate views of the differences of others. Similarly, reducing stereotypes involves learning about persons and places; such a goal fits well within instructional content.

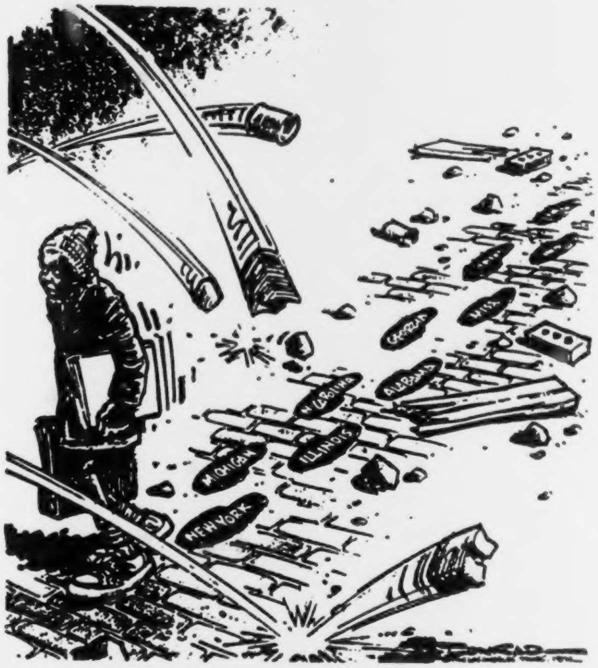
The economic and political scapegoating at the root of much hate crime is best addressed through multiple strategies. Curriculum-content components adequate for resolving social unease should be combined with instructional strategies to develop students' critical-thinking and reasoning skills. School is the natural setting for this. In addition to enabling students to better assess the value of others, all learning is enhanced by critical-thinking and reasoning skills, which enable students to see the "big picture"; identify the strengths and weaknesses in arguments; take multiple perspectives; consider long- versus short-term consequences of actions and decisions; separate cultural judgements from political viewpoints; distinguish between individual worth and a group label; and question their own assumptions.

Finally, schools are crucial to the resolution of hate crime because not only are the young the perpetrators, but schools are the staging grounds. According to sociologist Bob Blauner, author of a book chronicling three decades of race relations in the United States, one of the most striking factors underlying racial tension is the reversal of the traditionally "enlightened" role of the younger generation. "We are not used to seeing incidents of racial violence spearheaded by the young" (Johnson, 1989, p. 20).

Janet Caldwell of the Center for Democratic Renewal dubbed the phenomenon of youth hate crime "one of the most significant trends of the last few years," saying, "Young people are out of touch with history. They don't have a connection to the Civil Rights Movement and they don't have that kind of ideal" (Johnson, 1989, p. 20). As mentioned earlier, the fact that 70% of all hate crime in New York is committed by persons under the age of 19 is considered representative of the situation nationwide.

The increase of hate crime in the general population and among the young in particular is reflected on school campuses, from preschool through higher education. According to the Center for Democratic Renewal, "The incidence of hate violence in high schools and on college campuses has dramatically increased" (1986, p. 12). U.S. Department of Justice figures show that between 1986 and 1987 "racial incidents classified as school-related rose by almost 50%" (Johnson, 1989, p. 20). A survey conducted by the Los Angeles County Office of Education and the County of Los Angeles Commission on Human Relations found reports of hate crime against students and employees in one-third of the schools surveyed. Further, school-based bigotry is becoming more and more dangerous as weapons-related incidents increase. The Asian and Pacific Islander Advisory Committee summarizes:

> Within many of our schools, racial and ethnic prejudices are an integral part of the social fabric. Instead of being places that provide safe and supportive environments...schools have become the sites where children are exposed to racial hostility and intolerance. They must learn to cope with incidents that include name-calling, being pushed or spat on, deliberately tricked, teased, or laughed at, or being subjected to unprovoked physical harassment and victimization, all of which contribute to feelings of rejection, isolation, and fear (1988, p. 51).



Nothing unusual happened on the way to school again today . . .

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Schools need to adopt policies, develop curriculum, and implement programs designed to prevent and curtail hate crime. The efforts of high schools and even elementary schools are critical as younger and younger students are involved in hate crime. (Part II of this book gives school-site and district personnel an overview of policies, programs, and procedures to promote positive attitudes and practices among students and staff by understanding and appreciating society's diversity.)

Although speaking to New York City residents, Pastor Herbert Daughty's plea applies to us all:

> Let us accept our responsibility for what this city has become and, starting with ourselves, let us respect all people and invest some time in learning about each other. Then let us diligently teach our children to respect all people and to appreciate the rich heritage that each nationality brings...Finally, let us get involved in the struggle to shape the future of this city.

PART II

Hate Crime Policies, Programs, and Practices

Hate Crime Reduction and Prevention Model: Schoolwide Implementation Strategy

Identifying the specific procedures and programs required to resolve multicultural conflict and develop appreciation of diversity will vary in accordance with the community, district, and school population; the relative seriousness of existing conflict; and the resources available. The following are general steps for planning and establishing a broad district or schoolwide hate crime reduction and prevention strategy on school campuses.

The steps are most effective when used together in a comprehensive approach. However, they are presented here step-by-step to enable educators to tailor implementation to their own settings. This set of flexible steps derives in part from SWRL's ongoing investigation into hate crime causes and solutions, desegregation assistance, and local school-improvement support. Other relevant insights were drawn from the California Attorney General's Commission on Racial, Ethnic, Religious, and Minority Violence, the Education Commission of the States, and Laurie Olsen's *Bridges: Promising Programs for the Education of Immigrant Children.*

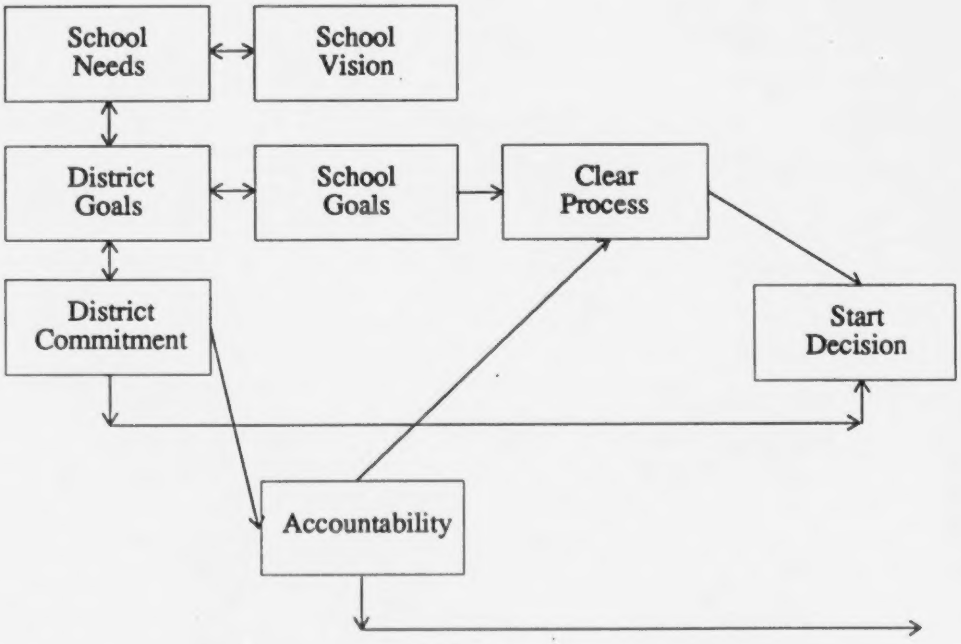
A comprehensive strategy is required to reduce bias, eliminate hate crime, and develop appreciation for diversity. Experts agree that such a strategy must be progressive and proactive, going beyond the "crisis management approach to racist incidents" (Onley, 1991, p. 5).

The following model identifies the steps in each stage necessary to implement a comprehensive strategy to effect schoolwide change.

The steps are presented in three stages of implementation: initiation; initial implementation; and completed implementation.

Figure 1

Steps in the Initiation Stage of Schoolwide Strategy


School Needs
School Vision
District Goals
School Goals
Clear Process
District Commitment
Start Decision
Accountability

I. Steps in the Initiation of Schoolwide Strategy

A. Establish school need for strategy

B. District-level initiation steps

1. District-level goals and objectives stated
2. District-level commitment/advocacy
3. Accountability external to school

C. School-level initiation steps

1. Communicate official philosophy and vision
2. School-level goals and objectives stated
3. Process established

D. Official decision to start implementation

Initiation

Ideally a school will approach a strategy for schoolwide change with the aid of the district within the context of a mutually recognized, clear, and urgent need. As evidenced by successful school desegregation and school improvement, "when central offices and school boards were integrally involved in an improvement effort, including the decision to participate, chances for successful implementation improved" (Anderson et al., 1985b, p. 16). Therefore, it is important to obtain both district office and school-level interest and involvement.

In the absence of publicly acknowledged bigotry or publicized hate crime, a rudimentary assessment may be needed to demonstrate the presence of intergroup conflict or discomfort with diversity. More formal assessment generally takes place during the initial implementation stage, following the official decision to pursue a schoolwide strategy. However, at the earliest stage, a few indicators may be quickly gathered to establish the school's need for a plan:

> Tabulate student data at the school by race and ethnicity. Compare these percentages with ethnic participation in a variety of school activities.
>
> Ask members of majority and minority racial, ethnic, religious, and sexual orientation groups to give a rating of 1 to 10 for the comfort level among various groups at school. Ask why each rating wasn't higher or lower.
>
> Ask faculty whether they notice students seating themselves in class or the cafeteria within racial, ethnic, or religious groups.

In addition to establishing need, pointing out the corollary benefits may help to gain district interest. It can be argued that increasing student and teacher comfort with diversity, in addition to eradicating negative incidents, has a positive impact on broad school and district goals for minority *and* majority children. Eliminating school-site intergroup conflict and general discomfort with diversity also eliminates sources of performance-impeding stress in the school environment. Such stress reduction may ultimately improve student achievement. Additionally, creating a safe and welcoming school environment also may reduce the dropout rate. Indeed, having a safe school climate is a frequently cited attribute of an effective school (Cohen, 1982; Edmonds, 1979).

District-level involvement has three benefits. First, a district mission that includes goals and objectives for schools adds legitimacy to school-based attempts to implement strategies that incorporate those goals and objectives. The sense of importance is underscored when district concerns are reflected in school activities that develop curriculum and foster student, teacher, and administrator behavior appropriate to the diverse school setting. Second, not only does the schoolwide strategy gain the power of legitimacy, it gains impetus from central-office accountability pressure. Third, beyond shared goals and objectives, a school is helped by district-level commitment in the form of support from the local school board and superintendent.

Schools should seek commitment from the district for technical support, such as the adoption of a new policy (see Sample Board *Policy* for example); allocation of funds for teacher release time, training (see Administrative *Guidelines, II.4 and III.5* for example), new programs (see Sample Program *Descriptions* for example), and instructional materials, and curriculum improvements (see K-12 *Curriculum Objectives* for example); the creation of new management and administrative positions and activities (see Administrative *Guidelines, II.2 and III.2* for example); and symbolic support, such as attending initial training and publicly communicating commitment to the strategy.

Once the district's role has been established, school-level initiation can begin. In some cases, the district will take no role, but the absence of district support should not prevent school-based implementation efforts.

The first implementation step is to have a stated philosophy and vision. The philosophy should include the "assumption that teacher and student behaviors are not 'fixed,' but can change, given good training and support; a belief that change and improvement can happen" (Anderson et al., 1985a, p. 1). The vision should be clearly articulated and communicated to everyone in the school. The vision should drive relevant administrative and management decisions and shape the objectives.

The second step is to establish and communicate specific goals and objectives. The following are sample objectives:

1. Raise student, teacher, and administrator consciousness about living and working in a diverse environment.

2. Foster student, teacher, and administrator appreciation for diversity.

3. Improve services to victims of hate crime via:

    a. reporting system;
    b. counseling/support group referral; and
    c. consistent response.

4. Improve services for teachers and staff via:

    a. training for teachers;
    b. training for counselors;
    c. communication system in place;
    d. program and curricular support; and
    e. staffing to address hate crime needs.

5. Improve conditions by building a safe and conflict-free environment.

The third step is to establish a focused and detailed set of procedures for engaging in the strategy (see Administrative Guidelines for example). Established procedures aid in legitimizing the endeavor and help demonstrate that the vision can be attained.

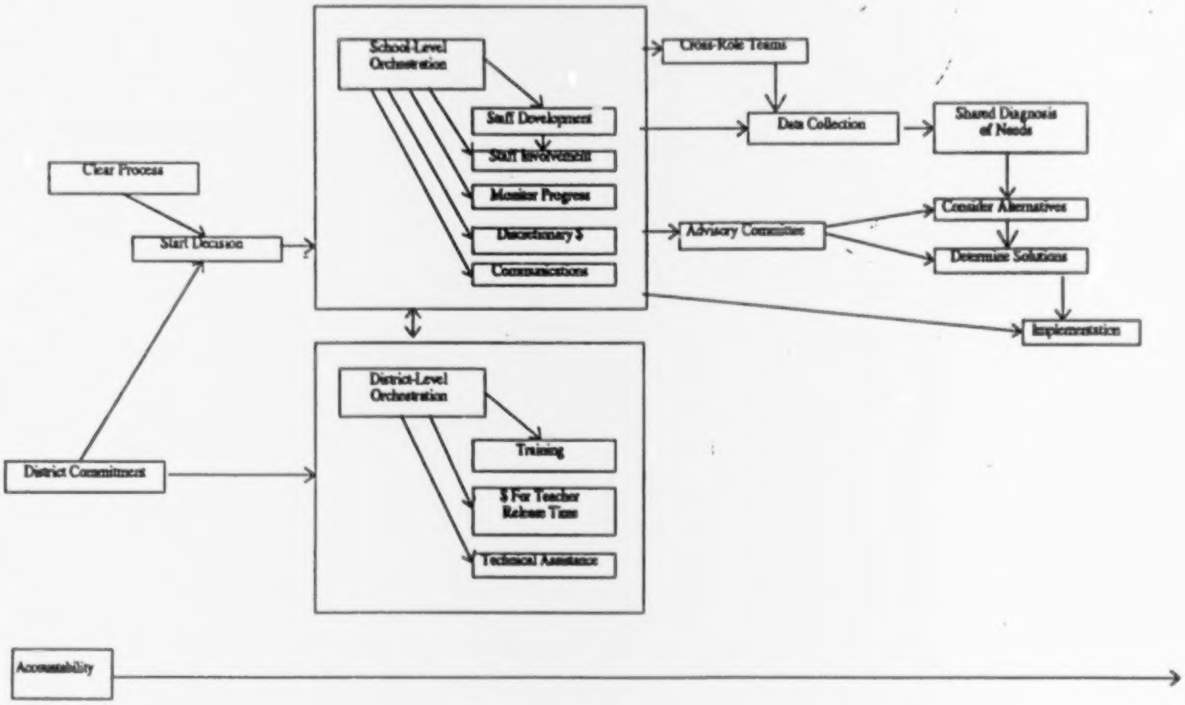
These procedures should include:

a. identification of key issues, skills, and knowledge;
b. a needs assessment;
c. a means of monitoring progress;

d. training components for personnel (including awareness training);
e. materials and curriculum review process;
f. criteria for selecting materials, curricula, and programs; and
g. implementation plans.

Finally, a formal decision to commit to the schoolwide strategy moves the plan from initiation to implementation. This decision can originate at either the district or school level, but should be official.

Figure 2
Steps in the Initial Implementation Stage of a Schoolwide Strategy


Clear Process
Start Decision
District Commitment
School-Level Orchestration
Staff Development
Staff Involvement
Monitor Progress
Discretionary $
Communications
District-Level Orchestration
Training
$ For Teacher Release Time
Technical Assistance
Cross-Role Teams
Data Collection
Shared Diagnosis of Needs
Advisory Committee
Consider Alternatives
Determine Solutions
Implementation
Accountability

II. Steps in the Initial Implementation of Schoolwide Strategy

A. District-level orchestration

1. Training provisions
2. Funds for release time, etc.
3. Technical assistance provided

B. School-level orchestration

1. Staff development
2. Widespread staff involvement
3. Monitor progress
4. Control school discretionary funds
5. Communications procedures

C. Cross-role team

1. Collect data
2. Consider alternatives
3. Share diagnosis of needs/goals

D. Advisory committee

1. Aid cross-role team in reviewing priorities and considering alternatives
2. Aid cross-role team in determining solutions

E. Officially implement plans

Initial Implementation

Initial implementation consists of tangible and visible actions indicating that the strategy is being implemented at the school site. Such actions include: gathering data and formal assessment; setting priorities; developing action plans to respond to priorities; and dedicating funds and personnel resources to carry out action plans. From the beginning, the implementation effort should be an official district or school undertaking. Again, where this is not possible, feasible components can still be implemented to some effect.

However, local efforts are best realized with school- and district-level orchestration.

District-level orchestration involves a series of management and administrative tasks coordinated and carried out at the district level. These include: arranging training; providing funds for release time; and providing technical assistance.

School-level orchestration consists of planning, organizing, and managing the many school activities necessary for implementation. These include: garnering resources and controlling discretionary funds; scheduling and coordinating strategy activities; involving faculty; hiring substitutes when training starts; disseminating information; establishing avenues of communication; and monitoring activities needed to complete implementation. At the broadest level, school-level orchestration provides for staff development—training and building in administrators, teachers, and staff the awareness, sensitivity, and skills necessary to implement the plan and widespread staff involvement—involving teachers in all grades and subjects in decisions related to how the plan will be implemented in their school.

Funding is the first consideration because it may determine the scope of the strategy. Funding and the provision of a variety of resources at the school and district level are important because they enable the training and staff development process, as well as support the staffing and equipping of other aspects of implementation. Resources are needed to provide: relevant teacher development courses, workshops, and in-service training; release time to take advantage of training; and substitutes during teacher-release time. Once the initial implementation stage solutions and decisions are reached, resources are needed to complete the implementation process, which generally involves staffing, paperwork, and materials or program costs. However, the first steps in the initial implementation stage involve training.

Whether working with district- or school-level orchestration, training and staff development components are key. These components ensure that teachers and administrators understand the strategy, objectives, and the philosophy undergirding the implementation effort. Training helps administrators, teachers, and members of the teacher-administrator team "acquire a common cognitive framework—a common understanding of process skills, a common language about process and goals, and a deeper belief that all students can improve" (Anderson et al., 1985b, p. 18). This common cognitive framework expands beyond the trainees through their discussions and interactions with colleagues. In this way, wider interest is sparked, facilitating widespread teacher involvement. In turn, widespread involvement in the implementation process establishes the objectives as a norm and leads to a common stake in the success of the strategy.

Good communication is important to retain or help engender high levels of involvement and a shared commitment to success. Good communication allows for action, reaction, and response. *Active communication consists of sharing informa*tion; clarifying procedures; and communicating progress toward objectives. Reiteration of commitment and participant testimonials reinforce the sense of purpose, legitimacy, and possibility. *Reactive communication* provides avenues for airing implementation problems and stating further implementation needs. *Responsive communication* consists of feedback mechanisms. In this way, the communications system provides an informal means of monitoring progress.

Part of the overall implementation process involves the ability to monitor progress in terms of the implementation steps completed and the success of the strategy adopted for schoolwide change. In the first instance, monitoring progress is part of the accountability component and provides impetus toward completion. In the second instance, monitoring progress is part of the feedback and evaluation mechanism. Feedback and evaluation allow reconsideration of established procedures, review of alternative solutions, and possible changes in the scope of the strategy. Although ongoing communication among teachers and administrators provides an informal means of monitoring progress, periodic formal assessments also are important. Data collection should be a regularly scheduled event. Data to be gathered should include information concerning the comfort level among different groups of students; representative participation of different groups in school activities; and the type and prevalence of hate crime incidents. Use of the same instrument for each data collection effort will make comparisons of information and the resultant assessments of progress more reliable (see *Hate Crime Survey for example*).

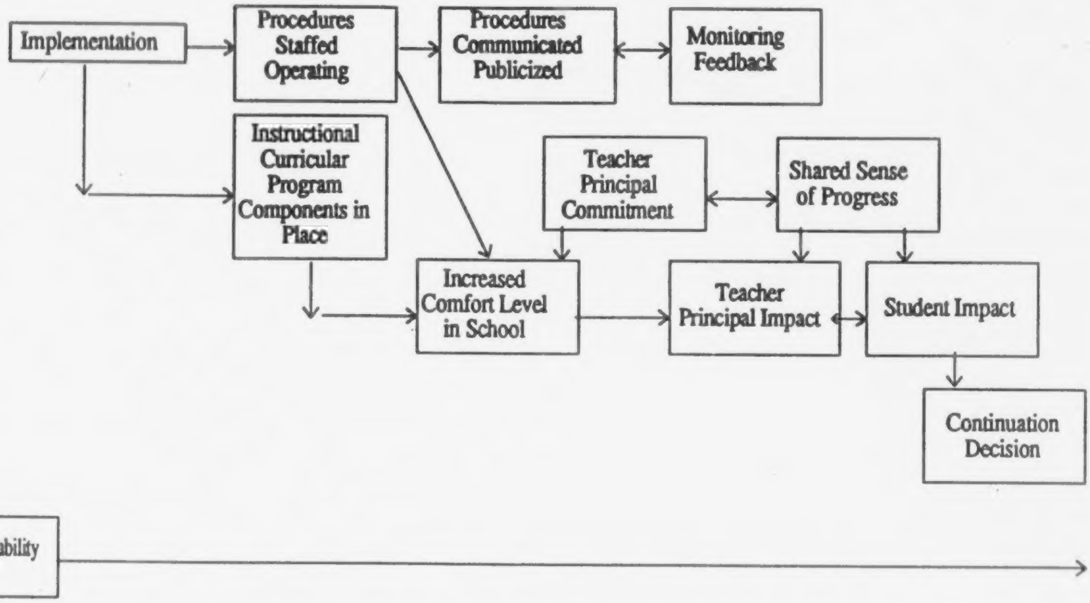
The cross-role team is one of the most effective components of a schoolwide strategy for change. Cross-role teams are the visible vehicle of cooperation to implement a strategy. A cross-role team consists of central office staff (if possible), school-based administrators, and teachers. The cross-role team is involved in initial training; data collection and assessment efforts; identifying needs; and—in conjunction with a student advisory committee—considering alternatives and determining solutions. The cross-role team should, therefore, be broadly representative and should act as a resource for peer training.

The data-collection effort should provide the information base for initial implementation decisions and the format for monitoring progress. Because data pertinent to monitoring progress were described above, they need not be reiterated here. Data collection is not the only assessment activity of the cross-role team, however. As part of the diagnostic function, the cross-role team surveys existing course materials and reviews current curriculum content and program offerings. Based on this review and survey, the team develops a needs assessment. The overall assessment and data-collection efforts lead to a diagnosis in view of the preestablished vision, goals, and objectives. Priorities are set. At this point, a student advisory committee is included in the decisionmaking process.

The advisory committee should consist of members who will give the program credibility with a large and varied cross-section of the student body. This helps to demonstrate the appreciation of diversity the strategy is striving to accomplish. It also provides a model of intergroup cooperation in the endeavor to establish a positive climate among all groups. Not only should the advisory committee be comprised of a cross-section of students from all majority and minority groups on campus, but attention should be given to representation within ethnic groups (e.g., native-born and immigrant students). The advisory committee should consist of recruited members, as well as volunteers, to help ensure that the members are representative of the student body as a whole. Asking counselors, coaches of athletic teams and pep squads, and faculty advisors of school clubs to help in recruitment further increases staff involvement and adds to their sense of ownership.

The advisory committee and the cross-role team should meet to consider alternative actions to obtain the objectives of the strategy according to the set priorities. Determining a course of action is the end goal of this process. Once decisions are made and the strategy is defined, the initial stage of implementation ends. Completion of implementation involves staffing, operating, and instituting policy, procedures, instructional changes, and programs, as agreed.

Figure 3
Steps in Completed Implementation of Schoolwide Strategy


Implementation
Procedures Staffed Operating
Procedures Communicated Publicized
Monitoring Feedback
Instructional Curricular Program Components in Place
Teacher Principal Commitment
Shared Sense of Progress
Increased Comfort Level in School
Teacher Principal Impact
Student Impact
Continuation Decision
Accountability

III. Steps in Completed Implementation of Schoolwide Strategy

A. Procedures are implemented

1. Staffing
2. Communicating/Publicizing new procedures
3. Accountability, monitoring, feedback mechanisms

B. Instructional, curricular program components implemented

1. Review of materials curriculum and special needs completed
2. Finding of review acted upon

C. Schoolwide impacts are documented through survey (see A.3) and communicated

   1. Increased comfort level in school/reduction of bias
   2. Shared sense of progress

D. Impact on teachers and principals is:

   1. Sustained commitment
   2. Better relations with students

E. Impact on students is:

   1. Safe and welcoming learning environment
   2. Better relations with peers
   3. Better relations with teachers
   4. Potential improvement of stress-impeded achievement
   5. Potential reduction of dropout rate

Implementation Completion

Implementation is considered complete when all aspects of the strategy are operational: Assessments have been completed; diagnosis made; decisions reached; resources allocated; and procedures put into place, staffed, and supplied. At this point, training is completed or, if ongoing, has progressed sufficiently to provide staff with the skills required to activate the strategy. Curricular, instructional, and program components have been added or adjusted as required. Policy has been made public and official administrative guidelines have been adopted. Communications and monitoring processes have been established. In short, the school is in the "all systems go" condition.

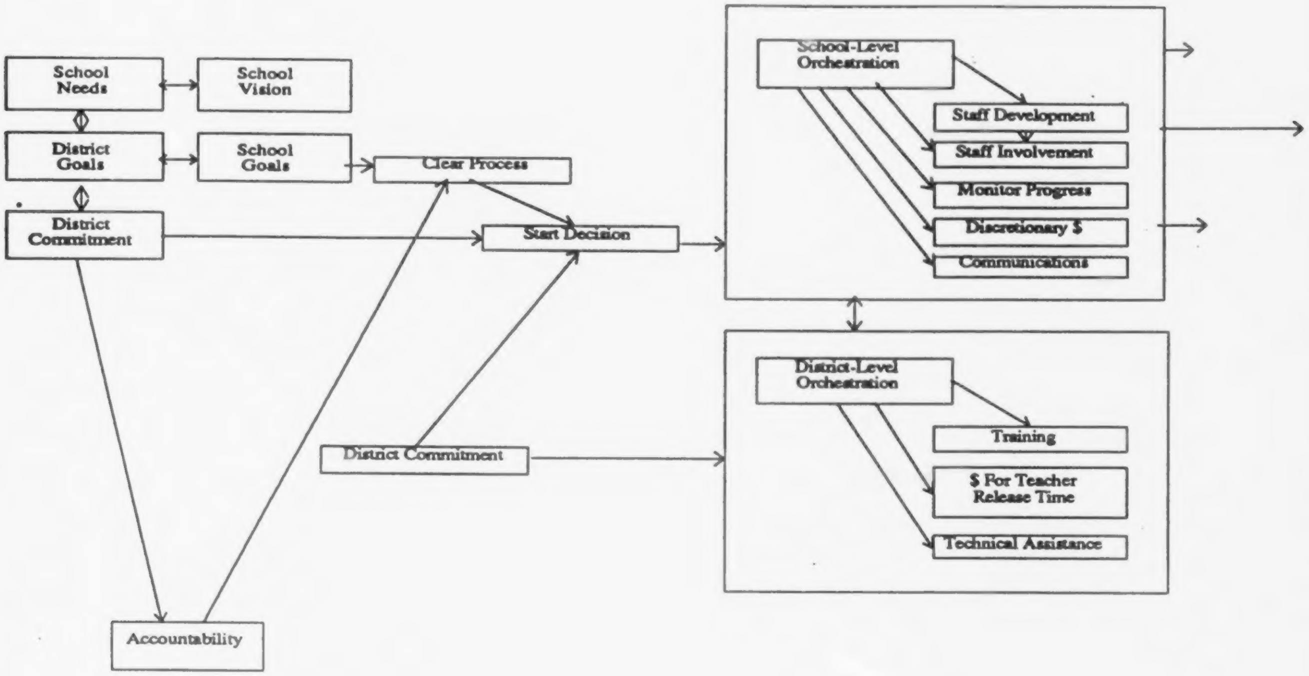
Communication is essential once the strategy is implemented. Not only do all procedures need to be operational, but students and staff need to understand those procedures to benefit from them. Publicizing the new procedures shows the strength of the school's commitment and also increases accountability through general visibility. Such accountability is particularly important early in the completion stage, before new procedures have been in place long enough to be accepted as part of "business as usual."

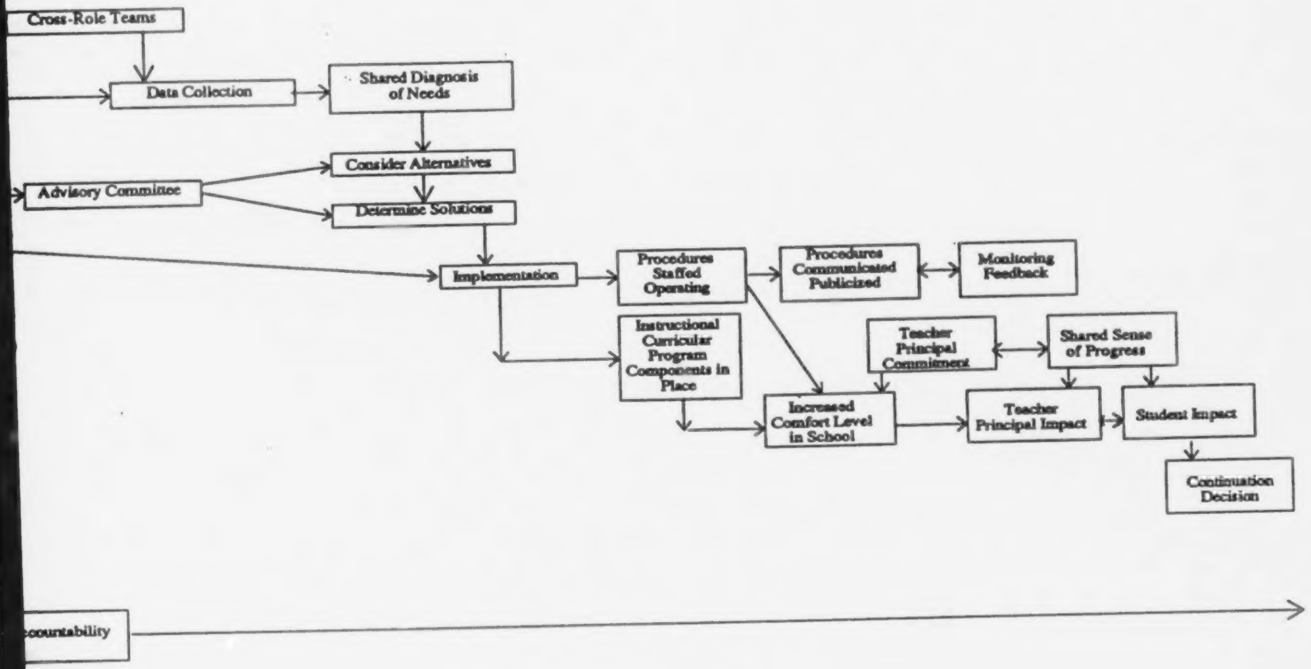
Once procedures are operating, visible, understood, and used appropriately, feedback becomes an important aspect of the communication component. Feedback that points out unanticipated difficulties enables the team to reconsider alternatives or make adjustments to the procedures. As the implemented strategy begins to change the school climate, positive feedback allows the school community to feel a shared sense of progress and highlights the vision as a realistic aspiration. This reinforces the "common cognitive frame" and thereby increases teacher enthusiasm and commitment. For students, this shared sense of progress adds to an increased feeling of comfort across different student groups.

Ultimately, procedural and instructional changes should lead to a change in overall school climate, reducing bias, eliminating hate crime incidents, and fostering a greater appreciation of diversity. Consequently, classes with a diverse student body should experience increased comfort levels leading to better teacher-student interaction. Students, in turn, should enjoy several benefits from a safe and welcoming school environment. Interaction with teachers *and* peers should improve. The dropout rate should decline and some students should experience increased success as stress diminishes and achievement rises.

Figure 4 details the steps and provides a start-to-finish model of the schoolwide implementation strategy.

Figure 4
Beginning-to-end Steps in Schoolwide Strategy


School Needs
School Vision
District Goals
School Goals
District Commitment
Clear Process
Start Decision
Accountability
District Commitment
School-Level Orchestration
Staff Development
Staff Involvement
Monitor Progress
Discretionary $
Communications
District-Level Orchestration
Training
$ For Teacher Release Time
Technical Assistance


Cross-Role Teams
Data Collection
Shared Diagnosis of Needs
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Teacher Principal Commitment
Shared Sense of Progress
Increased Comfort Level in School
Teacher Principal Impact
Student Impact
Continuation Decision
ccountability

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Sample Board Policy and Administrative Guidelines To Address Hate Crime in the Schools

An established board policy and established standard administrative procedures are critical to the successful implementation of districtwide hate crime strategies. These help to ensure that each school perceives curtailment and prevention of hate crime, along with victim amelioration, as a mandate. They also help send a consistent, districtwide message. To this purpose, the sample policy takes the form of a mission statement. The administrative guidelines represent the outline or mere "skeleton" of a procedural plan.

The *Sample Board Policy* draws from and significantly expands upon one provided by the 1990 report on *Intergroup Conflict in Los Angeles County Schools* prepared by the Los Angeles County Office of Education Division of Evaluation, Attendance, and Pupil Services in cooperation with the County of Los Angeles Commission on Human Relations.

The *Administrative Guidelines* are largely written by SWRL, but draw from the following three sources as well:

- The 1990 *Final Report* of the California Attorney General's Commission on Racial, Ethnic, Religious, and Minority Violence.
- The 1988 F*inal Report* of the California Attorney General's Asian and Pacific Islander Advisory Committee.
- The 1990 report on I*ntergroup Conflict in Los Angeles County Schools (*see above).

The resulting guidelines reflect, in part, SWRL's special expertise and, in part, specific adaptations of existing work. Adaptations were as follows:

1. All California-specific content was dropped from the guidelines.

2. Guidelines were updated to reflect understandings drawn from national organizations.

3. Guidelines were refocussed to help frame broad-based protections for hate crime victims that are generalizable to all students.

4. Guidelines are consistent with the SWRL definition of hate crime.

As established policies and ongoing procedures vary across districts, the following are intended as flexible models that might be used as tools by schools developing their own hate crime policies and practices.

Sample Board Policy To Address Hate Crime in the Schools

It is the intent of (district) to promote harmonious human relationships that enable students to gain a true understanding of the rights and duties of people in our heterogeneous society. Furthermore, it is our intent to promote the rights of equality and human dignity basic to American heritage.

Each school is responsible for creating an environment that fosters positive attitudes and practices among students and staff. In addition, the school is responsible for promoting learning and, because it is well-established that anxiety and lowered self-esteem impede learning, the school is responsible for creating and protecting an environment that mitigates against anxiety-producing or demeaning incidents taking place within the confines of the school. These incidents include, but are not limited to, those targeting members of a particular race, ethnicity, religion, or sexual orientation.

Thus, rather than allowing a system to inadvertently support unequal educational chances for some by virtue of their demographic characteristics, as well as inadvertently contributing to poor citizenship in others, it is our intent to provide an environment that further allows persons to realize their full individual potential through understanding and appreciation of the society's diversity of race, ethnicity, religion, and sexual orientation. To accomplish this objective, the district will be accountable through a visible commitment to human rights.

Sample Administrative Guidelines To Address Hate Crime in the Schools

Ideally, administrative guidelines are rooted in official district policy and stem from a shared definition of hate crime. The following guidelines build upon the preceding "sample board policy" statement and SWRL's definition of hate crime:

> **A hate crime is any act or attempted act to cause physical injury, emotional suffering, or property damage through intimidation, harassment, racial/ethnic slurs and bigoted epithets, vandalism, force or the threat of force motivated all or in part by hostility to the victim's real or perceived race, ethnicity, religion, or sexual orientation.**

The guidelines are intended to assist schools in the reduction and/or later prevention of hate crime. These components fall into three key categories: deterrence, preparedness, and response. They attach to all aspects of the school, including: administration and faculty written and spoken statements; course content; school-based extracurricular activities and events; school buildings and grounds; student services; reporting procedures; and discipline. The intended outcome is a school adopting a public policy to create a supportive environment for a diverse student body through the development of human relations skills, multicultural learning, and responsive procedures. The following guidelines are based on the principle that the holistic approach is not only most effective in curtailing hate crime, but also leads to an environment that fosters positive attitudes and practices among students and staff in general. Resources and needs vary among schools and may result in the selection of only some of the items presented below:

Hate Crime Deterrence

1. Create and support programs designed to promote understanding and to prevent and resolve conflicts among members of a diverse student body.

2. Have educational materials reflect appreciation for diversity and pluralism.

3. Adopt a curriculum or supplement the current curriculum through course content that builds in multicultural components.

4. Any document, speech, or orientation session detailing rules of conduct, in general, should specify: (a) the board/school policy concerning bigotry; (b) the activities considered to violate the policy and constitute hate crime; (c) consequences for those who commit hate crime; and (d) the procedures for reporting/ responding to hate crime.

5. Encourage the reporting of hate crime by posting permanent notices in conspicuous areas.

Diversity-Based Conflict Preparedness

1. Establish and maintain a central depository for reports of bias-related incidents/hate crime.

2. Appoint a committee to assess school climate, review incident reports, and identify potential problems when action can still be taken to prevent further incidents.

3. Establish contingency plans to respond quickly to incidents and prevent escalation into broader school conflicts.

4. Train school counselors in victim assistance and/or victim referral to outside assistance.

5. Train faculty and staff to prevent, respond to, and report hate crime.

Hate Crime Response

1. Keep the plan for responding to hate crime on file, specifying all steps and identifying relevant personnel.

2. Designate specific staff to hold responsibility for response to hate crime.

3. Establish a simple, well-publicized process for reporting hate crime.

4. Require appropriate and timely staff response to all reports of hate crime.

5. Reassure the victim and the victim's family that the incident will be treated seriously.

6. Provide victim assistance if needed, including referral to victim support agencies.

7. Investigate the incident; question witnesses and involve law enforcement as appropriate.

8. Follow-up incident as appropriate: meet with staff, provide student awareness activities, respond to media, etc.

9. Determine and take proper disciplinary action.

10. Report incident to the district office.

The guidelines provided for deterrence, preparedness, and response are fairly comprehensive and represent an ideal. It is acknowledged that a complete adoption may not be feasible for some schools, but that implementation may be incremental.

Hate Crime Definitional Checklist

SWRL offers this checklist as an aid in determining whether particular campus incidents constitute, in fact, hate crime. The following criteria should be used in determining whether incidents of vandalism, harassment, or assault were motivated all, or in part, by perpetrator response to the victim's race, ethnicity, religion, or sexual orientation. If one or more of the criteria are met by the incident, it should be considered at least partially hate-motivated. The checklist can be used as a guideline for consistent identification and reporting of hate crime.

Definition of Hate Crime

> **A hate crime is any act or attempted act to cause physical injury, emotional suffering, or property damage through intimidation, harassment, racial/ethnic slurs and bigoted epithets, vandalism, force or the threat of force motivated all or in part by hostility to the victim's real or perceived race, ethnicity, religion, or sexual orientation.**

Hate Crime Definitional Checklist

1. The presence of symbols or words considered offensive to persons of a specific race/ethnicity, religion, or sexual orientation.

2. Activities historically associated with threats to persons of a specific race/ethnicity, religion, or sexual orientation (e.g., burning crosses, wearing swastikas or white sheets, flying confederate flags, hanging effigies, defacing pink triangles).

3. The posting or circulation of demeaning jokes or caricatures based on negative stereotypes of a specific race, ethnicity, nationality, religion, or sexual orientation.

4. The defacing, removal, or destruction of posted materials, meeting places, memorials, etc., associated with specific racial, ethnic, religious, or sexual orientation groups.

5. Prior history of similar crimes against the same victim group.

6. An act following recent holidays, events, or activities relating to the the victim's race, ethnicity, religion, or sexual orientation.

7. An act following recent or ongoing political or economic conflicts involving victim group.

8. Recent or ongoing neighborhood problem of a similar nature.

9. Victim belief that the incident was motivated by bias against him/her as a member of a specific race, ethnicity, religion, or sexual orientation.

10. Community organizations, community leaders, or residents of the community stating perceptions that the incident was motivated by bias against persons of a specific race, ethnicity, religion, or sexual orientation.

11. Perpetrator explanation/defense of incident involves exalting own race/ethnicity, religion, or sexual orientation and/or includes statements demeaning victim group.

12. No apparent motive for the incident.

13. The presence of organized hate-group literature and/or posters or reference to an organized hate group.

14. Documented or suspected organized hate group activity in the community.

Hate Crime School Survey

This survey is an adaptation of the Hate Crime Survey developed in 1989 by the County of Los Angeles Commission on Human Relations to develop a countywide hate crime database. Several changes have been made. First, the items have been expanded to allow for more specificity in identifying types of hate crime and to reflect both the hate crime definition and the hate crime checklist included in this source book. Second, the format has been changed and the terminology updated. Finally some items specific to the Human Relations Commission's interests have been omitted.

The survey begins on the following page.

Hate Crime School Survey

For the purposes of this survey, hate crime is defined as:

> **Any act or attempted act to cause physical injury, emotional suffering, or property damage through intimidation, harassment, racial/ethnic slurs and bigoted epithets, vandalism, force, or the threat of force motivated all or in part by hostility to the victim's real or perceived race, ethnicity, religion, or sexual orientation.**

For the purposes of this survey, "group" refers to racial, ethnic, religious, or sexual orientation groups.

This information is being collected to help determine school climate in terms of bias, the frequency of hate crime incidents, and the type of hate crime incidents occurring in your school. Some questions concern actions taken to address hate crime incidents. The survey allows school-by-school comparisons and the creation of a districtwide data banks.

SCHOOL NAME:

____

LEVEL: ____ Elementary School ____ Junior High School

____ Middle School ____ High School

DURATION:

This survey is being completed during week _____ of the current school year.

Please indicate which of the following hostile acts have occurred during the current school year. Indicate the approximate number of times each act occurred and whether the victim was a student, teacher/administrator, other school employee, or the general public.

1. **Buildings or other parts of the school grounds defaced with words or symbols offensive to members of a group:**

victim	frequency				
student	☐ none	☐ 1-3	☐ 4-6	☐ 6-9	☐ 10+
teach/admin	☐ none	☐ 1-3	☐ 4-6	☐ 6-9	☐ 10+
employee	☐ none	☐ 1-3	☐ 4-6	☐ 6-9	☐ 10+
unknown	☐ none	☐ 1-3	☐ 4-6	☐ 6-9	☐ 10+

2. **Name-calling, racial slurs, or bigoted epithets:**

victim	frequency				
student	☐ none	☐ 1-3	☐ 4-6	☐ 6-9	☐ 10+
teach/admin	☐ none	☐ 1-3	☐ 4-6	☐ 6-9	☐ 10+
employee	☐ none	☐ 1-3	☐ 4-6	☐ 6-9	☐ 10+
unknown	☐ none	☐ 1-3	☐ 4-6	☐ 6-9	☐ 10+

3. **Symbolic acts of hate, acts traditionally threatening or offensive to members of a group (e.g., burning crosses, wearing swastikas):**

victim	frequency				
student	☐ none	☐ 1-3	☐ 4-6	☐ 6-9	☐ 10+
teach/admin	☐ none	☐ 1-3	☐ 4-6	☐ 6-9	☐ 10+
employee	☐ none	☐ 1-3	☐ 4-6	☐ 6-9	☐ 10+

unknown	☐ none	☐ 1-3	☐ 4-6	☐ 6-9	☐ 10+

4. **Posting or circulating material based on stereotypes demeaning to members of a group:**

victim	frequency				
student	☐ none	☐ 1-3	☐ 4-6	☐ 6-9	☐ 10+
teach/admin	☐ none	☐ 1-3	☐ 4-6	☐ 6-9	☐ 10+
employee	☐ none	☐ 1-3	☐ 4-6	☐ 6-9	☐ 10+
unknown	☐ none	☐ 1-3	☐ 4-6	☐ 6-9	☐ 10+

5. **Destruction, defacing, or removal of posted materials, meeting places, memorials, etc., associated with a specific group:**

victim	frequency				
student	☐ none	☐ 1-3	☐ 4-6	☐ 6-9	☐ 10+
teach/admin	☐ none	☐ 1-3	☐ 4-6	☐ 6-9	☐ 10+
employee	☐ none	☐ 1-3	☐ 4-6	☐ 6-9	☐ 10+
unknown	☐ none	☐ 1-3	☐ 4-6	☐ 6-9	☐ 10+

6. **Destruction of personal belongings:**

victim	frequency				
student	☐ none	☐ 1-3	☐ 4-6	☐ 6-9	☐ 10+

teach/admin	☐ none	☐ 1-3	☐ 4-6	☐ 6-9	☐ 10+
employee	☐ none	☐ 1-3	☐ 4-6	☐ 6-9	☐ 10+
unknown	☐ none	☐ 1-3	☐ 4-6	☐ 6-9	☐ 10+

7. **Physical violence:**

victim	frequency				
student	☐ none	☐ 1-3	☐ 4-6	☐ 6-9	☐ 10+
teach/admin	☐ none	☐ 1-3	☐ 4-6	☐ 6-9	☐ 10+
employee	☐ none	☐ 1-3	☐ 4-6	☐ 6-9	☐ 10+
unknown	☐ none	☐ 1-3	☐ 4-6	☐ 6-9	☐ 10+

8. **Indicate which of the following groups have been victimized by hate crime incidents at your school. Please estimate the approximate percentage of the total incidents suffered by each group.**

VICTIM GROUP	% OF TOTAL INCIDENTS
African American	__________
Arab/Other Middle Easterner	__________
Asian/Pacific Islander	__________
Filipino	__________
Latino	__________
Native American Indian/Alaskan Native	__________
White	__________
Christian	__________
Islamic/ Muslim	__________
Jew	__________
Gay/Lesbian	__________

Other ______________________ __________

TOTAL = 100%

9. **On a scale of 1 to 10, please rate what you believe to be the comfort level of the overall school population with each group (1 = very uncomfortable; 10 = very comfortable):**

COMFORT WITH GROUP	SCHOOL POPULATION FEELS									
African-American	1	2	3	4	5	6	7	8	9	10
Arab/other Middle Easterner	1	2	3	4	5	6	7	8	9	10
Asian/Pacific Islander	1	2	3	4	5	6	7	8	9	10
Filipino	1	2	3	4	5	6	7	8	9	10
Latino	1	2	3	4	5	6	7	8	9	10
Native American Indian/ Alaskan Native	1	2	3	4	5	6	7	8	9	10
White	1	2	3	4	5	6	7	8	9	10
Christian	1	2	3	4	5	6	7	8	9	10
Islamic/Muslim	1	2	3	4	5	6	7	8	9	10
Jew	1	2	3	4	5	6	7	8	9	10
Gay/Lesbian	1	2	3	4	5	6	7	8	9	10
Other ______________	1	2	3	4	5	6	7	8	9	10

10. **In the cafeteria and the classroom, do group members tend to sit only or primarily with members of their own group? If so, indicate for which groups this is true:**

GROUP	MEMBERS KEEP TO THEMSELVES	
African American	YES	NO
Arab/other Middle Easterner	YES	NO
Asian/Pacific Islander	YES	NO
Filipino	YES	NO
Latino	YES	NO
Native American Indian/ Alaskan Native	YES	NO
White	YES	NO

Christian	YES	NO
Islamic/Muslim	YES	NO
Jew	YES	NO
Gay/Lesbian	YES	NO
Other ____________________	YES	NO

11. During the current school year, have you seen what you believe to be evidence of the presence of "supremacist" groups in your school such as Neo-Nazis or Ku Klux Klan?

YES NO

11a. If yes, please name the groups and what made you notice them:

NAME OF GROUP	EVIDENCE OF PRESENCE ON CAMPUS

12. Please indicate which of the following disciplinary actions were taken against students committing hate crime, and how often each type of action was taken:

Administrator counseling	☐ none	☐ 1-3	☐ 4-6	☐ 6-9	☐ 10+
Counselor counseling	☐ none	☐ 1-3	☐ 4-6	☐ 6-9	☐ 10+
Outside counseling referral	☐ none	☐ 1-3	☐ 4-6	☐ 6-9	☐ 10+
Program/workshop referral	☐ none	☐ 1-3	☐ 4-6	☐ 6-9	☐ 10+
Assigned relevant study	☐ none	☐ 1-3	☐ 4-6	☐ 6-9	☐ 10+

Parent referral	☐ none	☐ 1-3	☐ 4-6	☐ 6-9	☐ 10+
Law enforcement referral	☐ none	☐ 1-3	☐ 4-6	☐ 6-9	☐ 10+
Detention	☐ none	☐ 1-3	☐ 4-6	☐ 6-9	☐ 10+
Suspension	☐ none	☐ 1-3	☐ 4-6	☐ 6-9	☐ 10+
Expulsion	☐ none	☐ 1-3	☐ 4-6	☐ 6-9	☐ 10+
Other (specify)	☐ none	☐ 1-3	☐ 4-6	☐ 6-9	☐ 10+

Do you have any additional observations to share concerning hate crime issues or solutions on your campus?:

Thank you for your time.

K-12 School Curriculum Considerations

Although numerous criteria bear on the selection of instructional materials and on overall curriculum planning, instructional materials and classroom curriculum also must be assessed in terms of their contribution to a healthy multicultural learning environment. SWRL agrees with the California Attorney General's Commission on Racial, Ethnic, Religious, and Minority Violence that every school must "utilize curriculum designed to promote appreciation for diversity and to prevent bias-related conflict" (1990, p. 25). Ideally, a district-level curriculum committee, including a multicultural advisory board, would be established to pursue these objectives. However, a school-site committee or even individual faculty members can benefit from reviewing instructional materials and course content in light of the following considerations.

1. Does the current curriculum provide for a balanced study of world cultures? Are students taught to appreciate non-European cultures? Are students aware of any contributions deriving from non-European sources?

According to the Asian and Pacific Islander Advisory Committee, this is seldom the case:

> The curriculum within primary and secondary schools contributes little to the understanding and appreciation of the many cultural or ethnic differences among...diverse population. Rather, most curricula exhibit a distinctly Eurocentric bias, which emphasizes the study of European culture and history, and generally neglects the study of Asia, Africa, and Latin America. That emphasis in the curriculum communicates an unmistakable message about the relative importance our culture attributes to those continents and the people from them. (1988, p. 51).

2. Do schools with art, drama, literature, or music curricula include American minority and non-American/ non-European art, drama, literature, and music components?

One of the means of reducing social distance and racial, ethnic, and cultural isolation is to learn the meaning and value in different forms of cultural expression.

3. Do schools with current events, economics, government, history, or social studies/sciences curricula include components pertinent to past and present American minority experience? Are minority issues and perspectives included?

4. Do schools with current events, economics, government, history, or social studies/sciences curricula include multiple perspectives of world events?

5. Does the current curriculum include civics and citizenship components? Are students taught the meaning and importance of the Constitution, the Bill of Rights, and civil rights, in general?

6. Do textbooks and course materials avoid stereotypes when they represent international and minority persons and cultures?

American Muslims reviewing textbooks found objectionable depictions of their religious culture:

> To many American Muslims, textbooks are to blame for disseminating and perpetuating misconceptions about their faith. And now some are seeking to have these images changed. When Shabbir Mounsouri, a board member of the Los Angeles-based Islamic Center, complained that his daughter's textbook depicted Islam as the religion of "sword-carrying Bedouins," the Center began pushing for revisions.
>
> The new seventh-grade textbook recently approved in California "represents a real advance over what's been available in the past," said [religion professor] Ernst, who reviewed competing textbooks at the request of members of the Islamic community. Still, he said, the book continues to "leave the impression that camel

nomads are the basic identity of Muslims, which is patently ridiculous" (Pristin & Dart, 1991, p. A. 24).

Naturally, given that textbooks and other materials often are mandated by the state, the avoidance of stereotyped material may not be entirely possible. This requires a further curriculum consideration.

7. Where the use of instructional materials containing stereotypes is unavoidable, are these images identified as stereotypes and then countered with more accurate information?

8. Do classroom display materials, as well as instructional materials, include representation of international and American minority persons and events in positive terms?

As mentioned in the Hate Crime Overview, print and broadcast media do as much damage to the overall image of minorities through the absence of a positive portrayal as through the presence of a negative portrayal. Hate crime motivated by fear of the unknown and social unease may be dissipated through knowledge and familiarity.

9. Does the curriculum include critical-thinking and reasoning skills? Such instruction aims at enabling students to:

   a. take a "big picture" view of events;
   b. consider the strengths and weaknesses of a given argument;
   c. take multiple perspectives of a situation;
   d. consider long-term versus short-term consequences of an action or decision;
   e. distinguish between cultural judgements and political viewpoints; and
   f. question their own assumptions.

10. Does the curriculum include classroom components, such as cooperative learning activities or student oral history projects, designed to reduce racial, ethnic, and cultural isolation?

Needs and resources vary from district to district and from school to school. However, these 10 considerations are flexible while remaining specific enough to direct attention to the curriculum needs of a diverse environment. Virtually any school undertaking curriculum planning could incorporate the above considerations in some form. Given the current urgency to resolve hate crime, the inclusion of multicultural curriculum components is crucial.

Sample Program Descriptions And Contact Information

The programs presented here represent a variety of approaches to supplementing curriculum. Some of the programs are aimed at prevention and fostering appreciation for diversity. Others are aimed at rehabilitation and conflict resolution. Still others represent support services for victim groups. The selection process was informal; programs were collected through colleague recommendations at hate crime workshops. Program directors furnished descriptions, and, although SWRL did not conduct a formal assessment of available programs, each of the following programs received a positive evaluation from users, as well as colleague referral. Each program description is accompanied by user comments. This collection is only a sample of available programs provided to help guide thinking about these issues.

ANTI-BIAS CURRICULUM: TOOLS FOR EMPOWERING YOUNG CHILDREN

Anti-Bias Curriculum is a practical, developmental approach that fosters anti-bias attitudes and behavior in children ages 2 to 6. As children build their sense of self and others, they become aware that color, language, gender, and disability differences are connected with privilege and power. They learn by observing the differences and similarities among people and by absorbing the spoken and unspoken messages about those differences. Racism, sexism, and handicappism have a profound effect on their development. This curriculum addresses these realities, providing teachers with tools that enable children to develop strong self-concepts, empathetic knowledge of others, critical thinking about stereotyping, and skills for acting against bias.

A teacher's guide and training videotape are available.

The teacher's guide includes the following chapters:

- Why an Anti-Bias Curriculum?
- Creating an Anti-Bias Environment
- Beginnings: Working With 2-Year-Olds
- Learning About Racial Differences and Similarities
- Learning About Disabilities
- Learning About Gender Identity
- Learning About Cultural Differences and Similarities
- Learning To Resist Stereotyping and Discriminatory Behavior
- Activism With Young Children
- Holiday Activities in an Anti-Bias Curriculum
- Working With Parents
- Getting Started: A Self-Education Guide

Training workshops also are available by the authors of these materials.

For further information, contact:

Louise Derman-Sparks, director
Anti-Bias Curriculum Project
Pacific Oaks College
5 Westmoreland Place
Pasadena, CA 91105
(818) 791-5112

Regena Booze, master teacher, preschool-three, uses the *Anti-Bias Curriculum* at Pacific Oaks Children's School in Pasadena, CA, and says:

> I love it. It's a must have. We live in a diverse world and helping children understand the diversity around them is a key element in helping to build their self-esteem and understanding and acceptance of others.

CONFLICT RESOLUTION RESOURCES FOR SCHOOLS AND YOUTH

Conflict Resolution Resources for Schools and Youth is a component of the Community Board Program, Inc., a nonprofit organization that provides training, develops programs, and carries out research that advances the theory and practice of conciliatory dispute settlement. The organization also has helped implement conflict resolution processes in juvenile correctional facilities, communities, organizations, and businesses.

The Community Board Program offers these comprehensive services to elementary and secondary schools and juvenile facilities:

- Scheduled institutes providing training in conflict resolution processes and the implementation of student Conflict Manager programs.
- On-site training programs designed to meet client needs.
- Classroom curricula in communication skills and interpersonal conflict resolution for elementary and secondary schools.
- One-day training sessions in use of classroom curricula.
- Conflict Manager Program training materials.
- Planning assistance and training skills to develop Conflict Manager programs in juvenile facilities.

In addition to the training, a variety of resource materials and videotapes are available for students and teachers from the organization.

For further information, contact:

Community Board Program, Inc.
149 Ninth Street
San Francisco, CA 94103
(415) 552-1250

The *Conflict Resolution Resources for Schools and Youth* has been implemented at Horace Mann Academic Middle School, San Francisco, CA. According to teacher Judy Drummond:

> It really works. It's a wonderful program, but it's not a self-sustaining program and it must be kept up every year.

ETHNIC SHARING PROGRAM

Ethnic Sharing Program is a yearlong program designed to train a select group of students, faculty, and administrators on how to conduct a multiethnic human relations program in their school. *Ethnic Sharing* also can be adapted for school districts with more limited time frames and resources. The training sessions create a core group of school personnel and students with a commitment to improving ethnic awareness and positive intergroup relations.

The goal of the program is to create a school environment that promotes healthy intergroup relations and that effectively deals with ethnic and racial incidents when they occur. A step-by-step training manual, *Ethnic Sharing In The Schools, Using Group Identity to Improve Intergroup Relations,* is available.

To be successful, *Ethnic Sharing* must have the full support of the school administration, as students and faculty groups meet two to three hours a month during school hours, for 10 months.

In the training sessions, participants: bring their own ethnic background into conscious thought and see how it influences them in their classroom behavior; review extracurricular activities and assess their effectiveness in promoting good intergroup relations; identify the most pressing intergroup problems in the school; and work on defining appropriate roles for administrators, faculty, students, and parents in problem solving.

For further information, contact:

Diane Steinman
Institute for American Pluralism
The American Jewish Committee
165 East 56th Street
New York, NY 10022
(212) 751-4000

Irving M. Levine, director of the Institute for Religious and Social Studies at the Jewish Theological Seminary in New York City, teaches the *Ethnic Sharing Program* to various schools. Levine lauds:

> It works terrifically. I've been in the field of intergroup relations for 35 years and have never used a method that works so well and so universally as *Ethnic Sharing*. It's a very useful method to break down resistance toward conversation and it puts everybody on par in terms of their own background, which makes for a better atmosphere in a dichotomous situation.

FACING HISTORY AND OURSELVES PROGRAM

Facing History is a moral education program. The target is hatred, prejudice, racism, and indifference. The strategy is to reach young people with instruction in the history of the Nazi Holocaust and the Armenian Genocide as examples of what happens when morality breaks down. The plan is to reach teachers who, with special training and innovative resources, can bring students through the understanding of terrible historical events to form the basis for maturity marked by the practice of good citizenship. This program uses the methods of the humanities—inquiry, analysis, and interpretation—to help students:

- Acquire knowledge and information that is relevant to their lives.
- Draw universal lessons from unique historical events.
- Take into account multiple perspectives to make judgements about complex issues.
- Understand the process they use for learning, listening, thinking, and decisionmaking.
- Think about moral and ethical behavior.
- Discuss issues of prejudice and discrimination with other students from diverse backgrounds.
- Acquire reading and writing skills that enable students to become excited about learning.

Facing History provides training for teachers and administrators, enabling them to offer this program in their local communities. Teaching methods and materials include films, readings, class discussion, guest speakers, and student journals. Skills such as reading, writing, and critical thinking are built into an interdisciplinary unit that can be used separately or to complement existing courses. In many schools, this program is used in conjunction with history, art, English, and law classes.

For further information, contact:

Mare Skvivsky
Facing History and Ourselves Program
National Foundation, Inc.
25 Kennard Road
Brookline, MA 02146
(617) 232-1595

The Lakeview High School in Chicago, IL, uses the *Facing History and Ourselves Program*. English and social studies teacher Phillip Prale asserts:

> It certainly is a superior educational program. It's flexible enough to accomplish multiple goals in various school settings. It's a thorough examination of its subject, and the materials are designed to open up dialogue about the history the students are studying, and about themselves.

GREEN CIRCLE PROGRAM

Green Circle Program is an experiential learning model that facilitates an awareness and understanding of human differences and reinforces a positive sense of self-worth. The program gives elementary school children the opportunity to develop a sense of empathy as they relate to real situations where they have felt included and where they have felt excluded. The process enables the child to feel himself/herself in someone else's shoes. Human differences are examined as the group considers the reasons people sometimes use for excluding others. The children are helped to recognize responsibility for their own actions and how they affect others. Emphasis is placed on appreciating and enjoying the differences among people.

Trained facilitators, through a flannel board presentation, lead classroom discussion in a non-judgmental atmosphere. The flannel board graphically portrays the concept that a child's *Green Circle* (i.e., his/her world of caring) will grow as that child cares about and includes more people.

Four 30-minute sessions are offered to each classroom participating in the program. The first two visits utilize the flannel board and deal with the basic concepts for building self-esteem and understanding human differences and similarities. The third visit is a follow-up activity that reinforces G*reen Circle* concepts. In the final visit, a method for problem solving is given. The students examine conflict and alternate ways to deal with it.

All four presentations follow three basic rules:

1. There are no right or wrong answers.
2. Participants have the right to remain silent.
3. Sharing is essential to the success of the program.

For further information, contact:

National Conference of Christians and Jews
Southern California Region
635 South Harvard Boulevard
Los Angeles, CA 90005
(213) 458-2772

Green Circle Program is used throughout the Santa Monica-Malibu Unified School District in Santa Monica, CA. Joel Post, district coordinator of special projects Joel Post states:

> I think it's an excellent human relations program. It's particularly effective at the elementary and middle school levels. It gives youngsters a different perspective on the world and really helps bring youngsters together.

According to Post, the district's long-range plans include establishing a *Green Circle* training program so that teachers can administer the program without the use of external facilitators.

HANDS ACROSS CAMPUS PROGRAM

The *Hands Across Campus Program* teaches junior and senior high school students about the dangers posed by organized hate groups, while helping them gain greater awareness, appreciation, and respect for cultures and beliefs of those from diverse backgrounds.

Hands Across Campus includes both courses within the school and extracurricular activities. The classroom component, a social science elective course, has been designed to develop oral/written communication and critical-thinking skills, the tools students will need to make responsible judgments and decisions. The sequence of instructional units promotes student understanding of our multicultural and multiethnic society. The role of the teacher is to help students relate course content to their personal experiences and to the pluralistic society of which they are a part. This one-semester course, entitled "America's Intercultural Heritage," concentrates on the contributions of the many different ethnic, religious, and social groups in the United States by drawing on archeology, sociology, culture, religion, politics, and other disciplines.

Outside the classroom, students plan activities that bring the various segments of the student body together to build bridges of understanding. Among the activities are symposia to improve racial harmony; plays and assemblies focusing on intercultural and interethnic themes; international fairs; weekend retreats; and essay, speech, and poster contests.

For further information, contact:

Barbara Creme
Hands Across Campus Program
The American Jewish Committee
6505 Wilshire Boulevard, Suite 315
Los Angeles, CA 90048
(213) 655-7071

Jefferson Middle School in Miami, FL, uses the *Hands Across Campus Program.* Social studies teacher Eula Leverson says that the program is especially necessary in multiethnic Dade County, FL. She went on to say:

> I think it's a good program. I think it has been a big help. It makes things a lot easier. It enhances students' knowledge of their own culture and helps them to share with others.

POSITIVE ACTION PROGRAM

Positive Action is a comprehensive self-concept program for K-8 students. Integrating daily classroom curriculum with a school climate program, *Positive Action* coordinates the efforts of teachers, principals, support staff members, and parents to provide a positive focus for the entire school.

"I feel good about myself when I act in positive ways" is the underlying theme of *Positive Action* and the key to change behavior and transform school climate. Classroom lessons and schoolwide activities develop personal growth, confidence, total wellness, social skills, and healthy lifestyles.

The *Positive Action* classroom curriculum includes 140 child-centered daily lessons each in grades K-6 and 80 lessons each in grades 7-8. These teach and reinforce the skills and motivation children need for healthy self-concepts. Lessons at each grade level are organized into six instructional units plus a review unit:

1. Self-concept: Definition, Formation, Importance
2. Positive Actions for Physical and Intellectual Health
3. Management of Self and Resources; Learning to Be Responsible for Your Own Behavior
4. Getting Along With Others by Treating Them the Way You Like to Be Treated
5. Telling Yourself the Truth
6. Continual Self-Improvement and Goal-Setting
7. Review

The lessons are taught in just 15-20 minutes a day, four to five days a week. Each teacher receives a kit that includes a manual with age-appropriate lessons and materials that include step-by-step directions, puppets, colorful posters, activity sheets, and all materials needed to teach the lessons for a full year.

For further information, contact:

Positive Action
321 Eastland Drive
Twin Falls, ID 83301
(208) 733-1328

The Whittier Elementary School principal in Hemet, CA, credits the program with large changes in student behavior. Principal Clark Merrill claims:

> It's cut down our discipline in half. It's just an outstanding program. It's really the best program available for self-esteem.

PROJECT 10

Project 10 is a dropout prevention program that offers emotional support, information, and resources to young people who identify themselves as lesbian, gay, or bisexual, or who want accurate information about sexual orientation.

Project 10 was started in 1984 at Fairfax High School in Los Angeles as a response to suicide, alcohol and other substance abuse, and the risk of AIDS among teenagers in this target group. Its focus is education, reduction of verbal and physical harassment, and integration with other high school dropout prevention programs. The project has become a model for other schools throughout the nation.

In 1986, Friends of Project 10, Inc. was established to assist schools and school districts in setting up counseling programs modeled after *Project 10*. Included in the mission of the organization is the distribution of nonjudgmental materials that provide accurate information about human sexuality and that stress personal responsibility and risk-reduction behavior.

For further information, contact:

Virginia Uribe
Friends of Project 10, Inc.
7850 Melrose Avenue
Los Angeles, CA 90046
(213) 651-5200, ext. 244

Gail Rolf, health teacher at Huntington Park High School in Huntington Park, CA, thinks formal use of *Project 10* can be a real asset. Even in cases where the implementation may be relatively informal, she feels it can make a difference. Of her own experience with the program, Rolf says:

> I think it's wonderful and needs to be in place in every single school. Once it gets going, kids start bringing their friends in. It has the potential for offering terrific support, especially peer support.

SELF-ESTEEM IN THE CLASSROOM PROGRAM

The curriculum for *Self-Esteem in the Classroom* is based on the fundamental notion that the two core aspects of positive self-esteem are the belief and the experience that one is lovable and capable. The activities contained in the curriculum are all designed to bring about these concepts.

The curriculum can be used at any grade level and has been divided into seven sections:

1. Introduction
2. Getting Started
3. The Power of the Mind
4. The Imagination
5. The Body
6. The Emotions
7. Resource Directory

The curriculum is not a set of daily lesson plans to be followed in the exact sequence they appear in print. Many of the activities can take place at any time, some repeatedly. The authors, however, encourage teachers to use the curriculum every day.

The curriculum guide is full of classroom activities that relate to the process of developing a positive self-esteem. The elementary school section also has many suggestions for restructuring the classroom to reflect a positive and nurturing environment.

Training seminars are conducted by the staff of The Foundation for Self-Esteem.

For further information, contact:

Kate Driesen
The Foundation for Self-Esteem
6035 Bristol Parkway
Culver City, CA 90230
(213) 568-1505

Self Esteem in the Classroom is one of the programs used at Pasadena (CA) Lakes Elementary School. According to guidance counselor Loretta Liljestrand, such a program is needed:

> I definitely think every child needs a self-esteem program. I think the Self-Esteem program can do a lot of good and can be used directly or can be adapted for particular needs.

A WORLD OF DIFFERENCE

A World of Difference is a school- and media-based project designed to reduce racial, ethnic, and religious friction. It is a cooperative effort of the Anti-Defamation League of B'nai B'rith, the Milken Family Foundation, KCBS-TV, the Southern California Human Relations Coalition, and the *Los Angeles Times.*

At the heart of the program is a study guide developed to assist teachers and students in understanding and appreciating our world of difference. Teachers receive free curriculum materials aligned with the history/social studies and English/language arts frameworks, if they participate in the *A World of Difference* training program. The workshops include strategies for:

- Infusing human relations materials into the curriculum.
- Using controversial subjects to teach critical thinking.
- Confronting our own prejudices and those of students.
- Utilizing cooperative learning and conflict resolution.

Staff development workshops are currently scheduled in 28 major U.S. cities.

This program is appropriate for both elementary and secondary school students. Over 25,000 teachers have participated in *A World of Difference* training sessions, and 2,500,000 students have participated in these classroom activities. Curriculum materials are free, but teachers must participate in the training to receive them.

For further information, contact:

Debbie Stogel
Education Coordinator
A World of Difference
10495 Santa Monica Boulevard
Los Angeles, CA 90025
(213) 446-8000

Julkie Mayer, director of curriculum 7-12 for Riverside Unified School District in Riverside, CA, says of the *World of Difference* program:

> It's a good program for increasing awareness of prejudice and I've seen it work well with students as well as teachers. I think it really does achieve what it sets out to achieve. It's done a fine job of educating teachers and increasing their awareness of prejudice.

Resource Organizations

The American-Arab Anti-Discrimination Committee
4201 Connecticut Avenue NW, Suite 500
Washington, DC 20008
(202) 244-2990

The ADC is a civil rights organization devoted to the elimination of discrimination against Arabs and Arab-Americans. It collects and disseminates statistics on Anti-Arab hate crime. It also maintains a legal services division.

American Jewish Committee
Institute of Human Relations
165 East 56th Street
New York, NY 10022
(213) 751-4000

The AJC was established in 1906 as a human relations organization to protect the safety and security of Jews everywhere. Since then, it has expanded its scope to include activities that safeguard the human rights of all American citizens. Forty chapters exist around the U.S. and they have developed conflict resolution programs such as *Ethnic Sharing* for use by schools and other concerned institutions.

Anti-Defamation League of B'nai B'rith
6505 Wilshire Boulevard, Suite 814
Los Angeles, CA 90048
(213) 655-8205

ADL is a human rights organization that sponsors a variety of programs to reduce religious, racial and ethnic prejudice, and improve intergroup relations. Among the most notable effort is *The World of Difference* Program now being used across the country.

California Tomorrow
Fort Mason Center, Building B
1105 San Francisco, CA 94123
(415) 441-7631

California Tomorrow is a nonprofit, nonpartisan membership organization built on the belief that the state's diverse population offers a rare opportunity to create a fair, working multiracial, multicultural society. It publishes a magazine, organizes local coalitions, runs a fellowship program, and conducts policy research and advocacy.

Center for Democratic Renewal
P.O. Box 50469
Atlanta, GA 30302
(404) 221-0025

The Center for Democratic Renewal is a national civil rights organization that monitors white supremacists and far right activities. The Center also assists communities in combating hate violence.

Committee Against Anti-Asian Violence (CAAV)
Tompkins Square Station
P.O. Box 20756
New York, NY 10009
(718) 857-7419

The Committee Against Anti-Asian Violence was formed in the spring of 1986 to give a voice to Asian American concerns about racism, racist violence, and police brutality in the New York area and to work with other communities under attack. CAAV's work includes advocacy for victims, community mobilization, documentation of incidents of Anti-Asian violence, and community education and outreach.

Interagency Gang Task Force
500 W. Temple Street #343
Los Angeles, CA 90012
(213) 378-5945

The Interagency Gang Task Force was started in 1980 to coordinate law enforcement resources against gang violence. Its scope has grown to include an emphasis on prevention projects with coordination between community-based organizations and enforcement resources. It publishes a newsletter and conducts presentations at schools and to community groups.

Intercultural Communication Institute
8835 S.W. Canyon Lane, Suite 238
Portland, OR 97225
(503) 297-4622

The ICI is a nonprofit organization designed to foster an awareness and appreciation of cultural differences. The Institute is based on the belief that education and training in intercultural communication improve competence in dealing with cultural diversity and minimize destructive conflicts among national, cultural, and ethnic groups. It provides technical assistance to schools and groups on a variety of topics related to intergroup relations.

Klanwatch Project
Southern Poverty Law Center
400 Washington Avenue
Montgomery, AL 36104
(205) 264-0286

The Southern Poverty Law Center (SPLC), founded in 1971, is a nonprofit foundation supported by private donations. The Center's Klanwatch Project was formed in 1980 to help curb Ku Klux Klan and racist violence through litigation, education, and monitoring. Since 1980, lawsuits brought by SPLC and Klanwatch have resulted in federal civil rights indictments against Alabama Invisible Empire members; court orders prohibiting Klan paramilitary training in Texas and North Carolina; contempt-of-court convictions against North Carolina White Patriot Party members; a $7-million judgement against the United Klans of America for the 1981 murder of a black youth in Mobile, AL; a $1-million judgement against Klansmen who attacked Forsyth County, GA, civil rights marchers in 1987; a civil settlement requiring Alabama Klansmen who attacked a 1979 civil rights march to take a course in race relations; and a nearly $12.5-million judgement against the White Aryan Resistance and its leaders for inciting skinhead violence that resulted in the 1988 murder of a black man in Portland, OR.

County of Los Angeles
Commission on Human Relations
320 W. Temple Street, Suite 1184
Los Angeles, CA 90012
(213) 974-7611

The Commission was created in 1944 to promote improved human relations, civic peace, intergroup understanding, and the full acceptance of all persons in all aspects of life. Its projects include hearings on human relations issues; services to assist community institutions with intergroup conflict; monitoring racially and religiously motivated violence and assisting its victims; community studies; publication and dissemination of human relations handbooks and reports; cultural awareness and other kinds of training; and technical assistance to public and private agencies.

National Institute Against Prejudice & Violence
31 South Greene Street
Baltimore, MD 21201-1587
(301) 328-5170

The purpose of the Institute is to study and respond to the problem of violence and intimidation motivated by racial, religious, ethnic, or anti-gay prejudice. Activities include collecting, analyzing, producing, and disseminating information and materials on programs of prevention and response. The Institute conducts research on the causes and prevalence of prejudice and violence and their effects on victims and society; provides technical assistance to public agencies, voluntary organizations, schools, and communities in conflict; analyzes and drafts model legislation; conducts educational and training programs; and sponsors conferences, symposia, and other forums for information exchange among experts.

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